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THEME OF THIS ISSUE

Developing Lifetime Habits
in Reading

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Editor

RUSSELL G. STAUFFER

Publications Chairman

NILA BANTON SMITH

Contributing Editors

AGATHA TOWNSEND

MURIEL POTTER
LANGMAN

HARRY T. HAHN

LAVERNE STRONG

MARY ELISABETH
COLEMAN

Business Manager

JAMES M.
MCCALLISTER

Advertising Manager

HARVEY ALPERT

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Estranged Readers

THE STORY is told about the Australian aborigine who worked assiduously to completion of a new boomerang, and that ever since he has been trying to throw the old one away. Even though year after year we have worked assiduously as teachers of reading to explore ways of increasing interest in books and an awareness of their essential role in our society, the figures about our non-reading public keep boomeranging.

It seems that we are in agreement about how to develop lifetime habits in reading. Teachers need to have a clear understanding of each pupil's personal and social growth and adjustment. They need to be thoroughly familiar with books, and to have available for children a wealth of books, and to organize their programs so as to focus attention on the interests and needs of each child. All this we agree will give shape to our "lifetime habits" boomerang.

We know, too, that there are people like the McGinleys who find nothing absurd about propping up a book on the wash basin while they brush their teeth. Furthermore, we agree with Phyllis McGinley when she says that the incurable disease of bibliomania is usually acquired in childhood. The symptoms she lists are correct—a chronic absence of mind, a tendency to deafness while reading, and a rise in pulse when confronted by printed matter. We also agree when she says that bibliomania is frequently hereditary. Such factors give scope and solidity to a lifetime reading habits boomerang.

Who among us will walk three miles to return a book or to talk about a book or to borrow a book? What is it that we do to estrange our readers? How do we alienate their affections for the world of books? Our pupils are restless, longing human beings, responsive to many forces—just as we are. Could it be that we adults, in our responsiveness to many forces, are seeking solutions, and that our seeking is being reflected by our children? How else would we account for the fact that since 1923 Kahlil Gibran's *The Prophet* has sold over a million copies? In this book Gibran has this to say about a teacher: she must look closely into her own heart and mind and then give not of her wisdom but rather of her faith and lovingness. Could it be that this kind of teacher will best foster lifetime habits in reading?

Some people say that the real reason so few lifetime reading habits are formed is because educational practices have failed to keep up with the changed conditions of our time. Would the practices that fostered lifetime reading habits a century ago be materially different from successful practices today?

Is it true that all adults, when pondering the issue of this theme, should also reflect at length the passage from I Thessalonians 5:11: "Even as also ye do." Could it be that teachers might ask when they read the title of this theme introduction "Whose is this superscription?"

—R. G. S.

The Conference on Lifetime Reading Habits

by JEAN D. GRAMBS
● UNIVERSITY OF MARYLAND

WHEN WE TALK about habits we are usually concerned with breaking one that we consider undesirable. But habits are very useful if they happen to be good ones. Good habits, for instance, solve many of the decisions of daily life. The great mystery is how to develop good rather than bad habits. Much of our educational effort, as parents, teachers or group workers, is actually devoted to rewarding actions of young people which we piously hope will eventuate in the development of the right habitual response to similar situations in later life.

In some activities we are quite successful in the inculcation of habits. But in some areas we are far from successful. One such is the area of reading.

One could argue that we do develop the habit of reading if we count as a reading activity the almost compulsive need to read every road sign and advertisement along the way when one is traveling. This is, in fact, such a widespread habit that one of the arguments against billboard control of the new federally supported super-highways was that people would miss the interest and excitement of billboard advertising.

We are concerned with a much graver loss when we consider the fact that the reading of books, as a habit, does not seem to have been acquired by a great number of individuals.

Yet reading is one of the major activities which occupy the time of youngsters from the day they enter the public schools until they leave, twelve years later.

There can be little disagreement with the statement that reading provides one of the major avenues whereby modern cultures can advance. There is general agreement that reading is also a source of significant personal satisfactions. Why, then, do we find that, once the reading requirements of the school are fulfilled, the typical American does not read much beyond billboards, instructions on how-to-do-it packets, and other similar minor reading tasks?

There are many people interested in solving the problem stated above. Teachers, surely, would like to know why reading activities, though indulged in for twelve years of a student's life, do not result in continued reading on the part of many. Persons who publish books have a major stake in identifying what it is that keeps individuals reading and buying books after the years of compulsory reading are over. Librarians as purveyors of books to the public want to understand more accurately the ways in which reading habits do or do not develop.

A conference a few years ago was called of some individuals representing the above major interests to talk

together for a few hours to see if any good leads might develop. Perhaps out of such discussion some insights would emerge worthy of wide dissemination.

With the auspices, therefore, of the Committee on Reading Development of the American Book Publishers Council, under the chairmanship of Theodore Waller of the Grolier Society, a small group was asked to participate in a discussion of "Lifetime Reading Habits."*

It was decided prior to the group discussion that we would be concerned not with reading *skills*, but reading *habits*. Skills, of course, are assumed to be an essential prerequisite to the development of reading habits, but it was generally observed that persons with adequate reading skills are not necessarily persons with an enduring habit of reading.

The conference participants were drawn from the fields of teaching, teacher education, libraries, publishing, and creative writing. A complete roster of participants can be found in the publication, referred to above, that resulted from this conference.

The focus of the discussion was primarily the experiences of adolescents in the school situation which did or did not appear to lead to adult habits of continued reading. The experience of those in the conference group who had had close association with adolescents—and their reading

—indicated that young people can and do develop into discriminating and avid readers. What, then, goes wrong with the many young people who do not catch the spark?

Initial experiences in the elementary school certainly must play a large role in the attitudes towards reading and towards books that young people develop. Nor is the elementary school the whole story when it comes to identifying who does or does not become an habitual reader; home, community, and peer influences are extremely potent.

The elementary school, however, in the way in which it develops the basic reading skill may be responsible for most of the reading attitudes and habits of later life. We could certainly agree, for instance, that children who learn to read with ease and satisfaction very early in their first year of schooling probably would be individuals who, with proper support and interest, would develop into lifetime readers. Students who find reading punishing, threatening, and a source of loss of self-esteem during the very first years of their school life could hardly in later years be expected to read with great interest and avidity.

The reading experience in the primary grades is probably as crucial as any other in the development of adult readers. Perhaps recent reappraisals of the use of reading groups, with implications for individual self-concept, might lead to methods which would produce future generations of book-minded adults.

Once the basic reading skills are

*See Jean D. Grambs, *The Development of Lifetime Reading Habits: A Report of a Conference called by the Committee on Reading Development* (Published for the National Book Committee by R. R. Bowker Co., New York, 1954).

mastered in the primary grades, the child moves forward into new reading experiences. But are these experiences the kind to develop a base for a lifetime of reading interest? Does he read in many books, or must he keep his nose firmly between the hard covers of his text? Are his interests fed by special publications which develop further his knowledge of baseball, automobiles, ice skating, insects, explorations, medieval armor? Or must he *first* "learn" the chapter assigned in the textbook?

The middle and upper grades of the elementary school are not the only ones subject to textbookitis. Not that textbooks do not have a valuable place in the school program. But the habit of reading will not flourish if the only nourishment comes from a text.

The Conference on Lifetime Reading Habits spent most of its discussion time on the kinds of things that might occur in a liberated high school program, whose intent was not primarily to develop readers, but to develop individuals with an appetite for knowledge, for new experience, for ideas that stretched the mind and the imagination.

First off, the conference unanimously agreed that nothing killed interest in reading at the adolescent level as much as the "reading list" and book report. Second in terms of lethal effect upon reading interest was the teacher who spent half a semester dredging for elusive significance in such Grade B classics as *Ivanhoe* or *Silas Marner*.

A teacher who is herself a non-

reader is probably the next most significant factor influencing the potential reading habits of young people. The sad truth of the matter is that many of our teachers—including English teachers—are themselves not very staunch examples of the kind of lifetime readers that we so desire our young people to be. A teacher who is not conversant with the recent publications in her own area of specialization is hardly likely to encourage adolescents to read current publications. A teacher who knows little or nothing beyond the confines of her own subject area cannot guide or support the adolescent who wants to read widely in other fields. The teacher is a key factor, and teacher education is an important part—or should be—of what goes into the final classroom product. Yet few teacher education programs at the secondary level do much with the concept of the widely read, widely cultured person as a teacher. Unfortunately, one can also point to the general and special educational course experiences of the average college student and inquire if such courses have, themselves, deviated much from prescribed and arduous *textbook* reading.

The development of the habit of reading is not very difficult, conference members stated. It does require a teacher who reads and believes in reading, and who does not utilize deadening teaching devices. Such a teacher, whether at the elementary or secondary level, is in close touch with the librarians in the school library and the public library. A

librarian may be invited to talk with the class—be it third grade, eighth grade, tenth-year World History or twelfth-year Senior Problems—about recent acquisitions. At lower grade levels the librarian may tell some stories and invite the children to the library story-hour. At the older grade levels a well read selection will be equally appreciated, as well as a few well chosen words about the riches to be found in the new books. A colorful display of book jackets can be a reminder of the librarian's visit.

In several localities there are teenage book reviewers who either write up their findings for the school paper, the local paper, or report them on radio or television. These media reach many other adolescents, and the spark of enthusiasm can carry far.

Teacher enthusiasm is the one essential ingredient. And teacher acceptance of many kinds of reading interests and reading tastes is likewise part of the reading program. Fiction may be fine for Susy, but Bill wants a solid book on jet engines. Should Susy have to read about jet engines any more than Bill be forced to read about Scarlett O'Hara? The more an enthusiastic teacher imparts both enthusiasm and acceptance of reading interests and reading differences do adolescents begin to develop the habits of a lifetime reader—of books!

Books themselves are important. Obviously one cannot develop an interest in something about which one

knows little or nothing. Books, to be read, must be available. Teachers and librarians, at both the elementary and secondary level, need to work together to see to it that the right book and the right person have some common meeting ground. Libraries today are no longer the musty museums of a bygone era; and librarians, we are told, are now as up-to-date and full of life as their sisters who work in less quiet domains. The modern library is an inviting place, whether it is in a school or in a public building. Librarians are working to bring books into the classroom via classroom collections for special subjects, or they are bringing the classroom into the library, for a special survey of the books available in a current topic of interest.

Bookstores, through Book Fairs and other devices, are also bringing books into schools and homes. In a few bold schools paperbacks are on sale — like candy — in the cafeteria line. It has been found that a good book on the Civil War will sell almost as well as a Hershey bar—if it is available.

The Conference on Lifetime Reading Habits had many things to say about books and reading. The report of the conference has been widely distributed. Perhaps the newer more glamorous media of communication are putting up stern competition, but it is our conviction that books—and reading—are here to stay!

Developing a Love of Reading

by DORA V. SMITH

● UNIVERSITY OF MINNESOTA
(*Emeritus*)

WHAT WISE things children say about reading! "The more you read, the less you have to skip," said one boy. "The more things I get interested in," said another, "the more I want to read, and the more I read, the more things I get interested in."

This is the perfect circle in reading. It is easy to become so absorbed in a carefully mapped-out program of skills, a level at a time, that one forgets the take-off end of the runway for which they are but the approach. The aim of a reading lesson is not primarily to teach children to read the reader; it is to make readers of them, to help them enter under their own power into the world of books—as broad as the world of space, and as filled with fact, with mystery, and with adventure into the unknown. The two wings of the plane must be perfectly balanced, skill in reading and the will to read, or else the plane will falter and fall. Reading skill is useless without the will to read; and surely the will to read is impotent without the skill for entry into the world which books can open up to children.

Developing the Will to Read

There are many ways of keeping the end in view. One is to relate reading skills to every activity of the school day. For example, a second-grade group made a study of the return of the birds in the spring. The

reading ability of the class varied from the pre-primer stage to the fifth grade. For that reason the books borrowed from the school library which were displayed about the room varied in difficulty from a picture-book of birds with captions on each page up through such titles as "Hi, Mr. Robin!" or Emma Brock's *Mr. Wren's House* to Marjorie Flack's *The Restless Robin*, and finally to Rudyard Boulton's *Travelling With the Birds*. The children worked in small groups to report on the topic of their choice—how the birds build their nests, how the father and mother birds care for their young, or where birds come from in the spring. Throughout the lesson it was obvious that careful preparation had been made during the reading period in how to use the index of a book, in the vocabulary of bird study, and in the techniques of "looking for something." The children had dictated to the teacher on a chart which they used as a guide:

1. We write down on our paper what we are looking for.
2. We write under it the things we find about it in our books.
3. We make one list of all the things our committee finds to tell to the class.

Then, when an especially good reader discovers a passage he thinks the class would like to hear, he reads it aloud.

The results of work done on skills or in reading "the reader" are always best tested in the kind of lesson which puts the *use of skills into a normally motivated reading situation.*

Similarly, a sixth-grade class may be learning to use the encyclopedia, to take notes on a specific topic on which the information they seek is part of a longer article. How to discard the irrelevant or nonessential elements and find the answer to their specific question is a skill they will use in learning as long as they are in school. Taught in the reading period preceding the science or history lesson, it will help children achieve their purpose in reading and let them discover a value far beyond the set requirements of a reading program.

At the junior and senior high school level, such normal reading situations arise in every subject of study, and teaching the appropriate skills is the responsibility of each teacher who assigns reading to be done.

One of the most important of these skills is adapting one's rate of reading to the nature of the material and to one's purpose in reading. Said a science teacher one day, "Since you English teachers have gone all-out for extensive reading, my students race through a science assignment as if it were a short story in *Collier's*." Doubtless that is the proper technique for a short story in *Collier's*, but whose business is it to teach the rate at which science material should be read? The science teacher's, without question.

Skill in reading literature gives boys and girls entree into the world of the imagination. It is often the key to enjoyment of reading. What skills are needed to visualize place, to recognize the nature and development of character, to follow plot from a conversation in a play, to enter into the rhythm and tone quality of the lines of a poem, to distinguish between a good and a poor poem or a trivial and a great story? These skills remain fundamental to the enjoyment of reading throughout life. As children and young people are led to the use of illustrative techniques and selections in the reading and literature period to branch out for themselves into the whole field of books, they find a use for such skills and, armed with them, experience to the full the many joys of reading.

The first step, then, in developing the will to read is to teach the skills constantly in direct relationship to a reading program which goes far beyond the reading period, and to help children realize the value of their new-found power in achieving their own purposes in reading.

Enthusiasm for Reading

There is no more common remark made by teachers to visitors in the classroom than this: "You can tell at once that Bob comes from a home where reading is important. His father and mother love books; they read aloud to him constantly; and they see that he has plenty of books to read for himself." Truly the child who comes from such a home is blessed. The results are patent

throughout his school life from kindergarten to the last year in college.

But so are the results of having a *teacher* of the same kind to whom reading is important in his or her own life, who loves books, who often reads aloud to the children tidbits that will entice them to continue reading, and who sees to it that they have plenty of good books to read for themselves. Courses in Children's Literature today are not circumscribed by any sixteen must-haves before the eighth grade. Books galore are available to help the teacher "carry on" with those that have come out since his or her college days, and Book Fairs and Book Week displays advertise each year the new books of the last twelve months. Some teachers have been limited in their own background in reading. Fortunately, writers with a love of books and of children have made rich contributions to the teacher who wishes to renew her spirit and broaden her outlook through acquaintance with the broad field of children's books.

May Hill Arbuthnot, endowed with a great heart, a love of children, and a completely contagious enthusiasm for children's books, has written an invaluable guide for parents, teachers, and librarians, called *Children and Books*. Phyllis Fenner, who lived with children and books in an elementary school library for thirty-seven years, has given an inimitable description of children's natural reactions to reading in *The Proof of the Pudding*. She pictures the boy whose father tells him to read "a

classic," and the tiny child who can scarcely see above the desk as he asks for "a book about the universe." She describes the proper spirit in biography in the language of the child helping the florist's van deliver flowers to a funeral. Approaching the door with awe, he says, "Is somebody dead living here?" Fortunately for children, "somebody dead" *lives* in many a book. The success of Miss Fenner's book has been so great that it is about to be published by the New American Library as a paper-backed book.

Anne Eaton, too, after many years of thoughtfully guiding the reading of elementary and high school pupils in Lincoln School at Teachers College produced two invaluable books for parents and teachers, *Reading with Children* and *Treasure for the Taking*.

Then this last year Nancy Larrick, another enthusiast about books for children, has written a *Parent's Guide to Children's Reading* for the National Book Council. It appears both in board covers and in the Pocket Books.

Any one of these books might well be on the bedside table of teachers, because all of them abound in the enthusiasm, the inspiration, and the information about books for which teachers have great need. Their insight into what books can do for boys and girls is superb.

Junior and senior high school teachers will find inspiration especially from the broad view of reading taken by such books and booklists for reading guidance as Marion

Munson's *An Ample Field*, the Albany Books for the Reluctant Reader, Elizabeth Roos's *Pattern of Reading*, Ruth Strang's *Gateways to Readable Books*, and in the reading lists of the National Council of Teachers of English, *Books for You* for senior high school, and *Your Reading* for the junior high school. A third for the elementary school, *Adventuring with Books* is available in the series.

The teacher, then, who would arouse in boys and girls a love of reading should be widely read herself in the field of children's books and have an unquenchable enthusiasm for them. She should know children—as individuals, their interests and ability—well enough to relate books to every experience of their lives. She should seize every opportunity to bring books and boys and girls together; and she should remember always what books are capable of doing to enrich life for children.

Knowing Children As Individuals

Knowing children as individuals is very different from knowing them en masse. The years 1920-1930 made a significant contribution to our knowledge of children's interests in reading. Innumerable studies came out revealing the general interests of the boys and the girls. They showed a love of animal stories, of adventure, of obstreperous humor in which the incongruity was so patent that even the little child could "see the joke." They showed that girls will put first a story about "golden haired Letty," whereas boys prefer engines and Indians. Both selected books

about other children like themselves. Girls read fairy tales more than boys. Boys sought factual information more frequently than girls.

After the age of nine boys were boys and girls were girls in their reading tastes. Then by the age of twelve or thirteen they began to come together again. Girls emphasized stories of love affairs, the "boy friend" in contrast to the "lover" of later years. Boys sought books like *Annapurna* and *Kon Tiki*, stories of real and exciting adventure. Today they crave space stories in which the hero is their own age and does surpassing things. Adolescents seek vocational fiction sometimes for the sake of information about their chosen careers, but more often because such stories reveal a young person their own age negotiating life successfully his first year away from home.

These results of research help the teacher to lay the groundwork for reading guidance. They form a welcome relief from lists of "must-haves" for all children based upon the personal recollections of their childhood reading by deeply sensitive and imaginative adults.

Yet these studies reveal but the soil out of which individual readers grow. They are a help in determining the breadth and the nature of our book collection. For example, a supervisor in a highly favored community was distressed to find superior pupils confining their reading almost entirely to *The Bobbsey Twins* and *The Hardy Boys*—cheap series which at best would be but the start-

ing point for reading guidance. His school system spent much money on books. Each fall he displayed on tables in the central office the best of the new books for children—one grade at a time—and invited all the teachers in his system to come down and select what they wanted him to order. "Oh, here's a book about the creamery," said one teacher. "This is a wonderful one about the railroad," said another. And nobody noticed that the entire choice was in terms of factual units rather than in terms of the broader reading interests of children. The boys and girls were finding their own titles, inferior ones indeed, to satisfy interests the schools were neglecting. The remedy was a simple one. Teachers helped the children prepare posters of the kinds of stories they liked best—adventure, everyday doings of children, fairy tales, poetry, science information, and the like. Each child, when he had read a book, wrote the title on the appropriate chart with his name after it as a means of recommending it to other children. Today, fortunately, many elementary schools have libraries and librarians of their own who help to keep the book collection balanced. Such a trained librarian is the best friend of the teacher wishing to stimulate a love of reading.

Personal guidance, however, must delve much more deeply. The appropriateness of a title for an individual reader depends upon his daily doings and interests of the moment plus the level of his reading ability. Does a primary child's eye light up at mention of a baby brother? Then Mar-

jorie Flack's *The New Pet* may be the book for him. Does a fifth-grade girl tell laughingly of her struggle to ride a new bicycle? For her the plight of the heroine of *The Wonderful Year* would be full of humor and pathos. Has a fifth-grade boy received a puppy or a parakeet for his birthday? Then Herbert Zim's *Parakeets* or Knight's *Lassie Come Home* will be an ideal book to interpret the experience. Does a high school tenth-grader think his family is hard on him? Then O'Hara's *Green Grass of Wyoming* will help him grow up. Is a little child worried because he is adopted? Heywood's *Here's a Penny* will make him feel less different.

Birthdays are the most personalized holidays of the year. On his birthday each child is the hero of the story. Can we not establish the habit of accompanying each birthday cake brought into the classroom with a birthday story? Their name is legion and they represent children of all nations: *Fish in the Sky*, by Kurt Wiese (the little Chinese boy gets a kite in the shape of a fish), *Manuela's Birthday in Old Mexico* (she receives a doll and a picture of herself with it and her burro), or *Birthdays for Robin* (his present is a dog). Here is a wonderful change to relate reading to a significant experience of childhood.

Reading for Special Occasions

Similarly there are good books which can be related to experience of the school day. Snow falls. The children examine the flakes. They see the effect of the storm on the life

around them, beautifully presented in Tresselt's *White Snow, Bright Snow* or the Haders' *The First Snow* for little children. Older children find a fascinating scientific presentation in Bell's *Snow*. Nancy Byrd Turner's poem "The Best Time of All" offers simple word pictures of what children do in winter. It leads to a series of sparkling winter scenes in verse which abound in such collections as *The Golden Flute* by Hubbard and Babbitt, or *Time for Poetry* by May Hill Arbuthnot.

The circus comes to town and the kindergarten and first grade are fascinated by it. The teacher who knows books remembers the graphic description of a first-grade circus which appears in Carolyn Heywood's *B Is for Betsy*, with its elephant whose front and hind legs (obligingly played by two small boys) part company to the chagrin of the children. "Now," they say mournfully, "they'll know he wasn't real." In assembling stories of the circus, the teacher will never forget poetry. The favorite of the girls is always,

There isn't a prettier sight, I think,
Than a pony that's white,
And a lady that's pink.

The boys never fail to vote for the elephants "holding hands by holding tails." Perhaps the best collection for the primary classes is John Brewton's *Under the Tent of the Sky*.

Intermediate-grade girls delight in Emma Brock's *Three Ring Circus*, in which a girl's ambition to be the pink lady on the white horse gets her into some hilariously funny (and sometimes sad) situations.

The new *Through Golden Windows*, a ten-volume literary anthology for children, contains a wealth of circus stories and poems in *Good Times Together* (primary) and *Children Everywhere* (intermediate).

Special days celebrated throughout the year open up a wide field of books, among them biographies. Lincoln's and Washington's birthdays and the Fourth of July are prominent in materials for children of all ages and all levels of reading.

The D'Aulaires have done a simple biography of Lincoln for children in which the pictures are a veritable gold mine of details from home life in pioneer days. Genevieve Foster's *Abraham Lincoln*, written at about the fourth-grade level of difficulty, has dignified and appropriate illustrations in green and brown, making it useful for over-age readers in the junior high school. Clara Ingram Judson's *Abraham Lincoln, Man of the People* is next highest in difficulty; whereas, for high school readers there are Sterling North's *Abraham Lincoln* and Carl Sandburg's *Abe Lincoln Grows Up*, or the complete life in several volumes.

To little children Alice Dalgleish is bringing something of the dignity, the idealism, and the passion for liberty of our early beginnings as a nation in her deeply sensitive *Thanksgiving Story* and *Fourth of July Story*.

America's past comes to life in many a book which boys and girls enjoy. Perhaps pioneer days are as good an example as any, for they involve courage, adventure, and the

fighths with Indians which tempt many boys to read. Walter D. Edmond's *The Matchlock Gun* brings the excitement of Indian raids even to third and fourth graders; Rebecca Caudill personalizes the Westward Trek in the family relationships of *The Tree of Freedom* for junior high school boys and girls; and A. B. Guthrie's high school edition of *The Way West* holds good readers in the senior high school spellbound.

Reluctant readers in the junior and even the senior high school have successfully read and enjoyed *The Landmark Books*. Youthful "collectors" find the long list of them a stimulus to the collecting instinct.

Upper grade and high school pupils can be readily stimulated to keep a reading log, study of which may be used to foster a long-range plan for reading.

Current events suggest many opportunities for reading. The Rose Bowl game is always colorfully presented in the newspapers. These pictures on an attractive bulletin board above a table of sport stories attract many readers. Likewise a similar display of pictures of the Kentucky Derby above a table of Marguerite Henry's books guarantees that the books will be hovered over and read.

Much reading, too, should be on the level of pure play. *Curious George* is the best substitute for the comics that little children have. *My Father's Dragon* and *Mr. Plum's Umbrella* give third- and fourth-grade children a good laugh. Dr. Seuss is a perennial favorite. Upper-grade children have the same fun with *Lentil*, *Homer*

Price, and now, *Henry Reed, Inc.*

Sharing Is Important

But above all, the teacher who knows and loves books must read aloud to the children on every possible occasion, something with the lilt and power of suggestion of great literature. She must also learn to tell stories, bringing out in the rich overtones of her own voice the beauty of a well told story. Stories to be read and told should be carefully chosen — something slightly beyond the power of the listener to read to himself, something to lift him above his own capacity: *Millions of Cats*, *Horton Hatches the Egg*, *The Duchess Bakes a Cake*, *The Emperor's New Clothes*, or *Hansel and Gretel* for the little ones, and always *Ring o' Roses* or some other charmingly illustrated Mother Goose, in which the children may join as the teacher shows the pictures.

For the third and fourth grades, *Pinocchio*, *Winnie the Pooh*, *East o' the Sun and West o' the Moon*, and Leslie Brooke's inimitable *Roundabout Turn*. Many of the classics of childhood are particularly well suited to grades five and six. In fact, if the children don't enjoy them at that time, they may never return to them because they will have entered a more matter-of-fact world. *Paul Bunyan*, *Pecos Bill*, *King Arthur*, *Robin Hood*, *Wind in the Willows*, *Alice in Wonderland*, *Charlotte's Webb*, and such retellings as the *Giant Golden Book Iliad and Odyssey*. Lucky the children whose teacher knows the power of

the right book at the right time.

All important in the development of a love of reading is the children's sharing their books with each other. The older boys and girls are, the more faith they have in the recommendations of their friends. The purpose of sharing is to transmit enthusiasm from one child to another. A first-grade child won twenty-five readers for *Rosie the Rhino* merely by laughing so hard that he couldn't tell the story. Three little girls presented their favorite *Kiki Dances* by each telling one thing Kiki did. Then the chairman announced, "We will now dance for you the dance we think Kiki danced." What better way of sharing *Robbut*, Robert Lawson's story of the rabbit who thought each animal's tail better than his own, than the presentation by flannelboard given by a group of boys, one of whom told the story while the others changed the tail on the flannelboard rabbit. What better way of presenting *Ask Mr. Bear* than by stick puppets representing the clearly drawn animals who helped Danny decide what to give his mother for her birthday?

Upper-grade children can vary their program of sharing even more: Lucinda in *Roller Skates* appearing in a living picture; dramatization by a group of Caddie's agreement with the Indians; a campfire meeting of boys and girls en route to the West in covered wagons, each telling of the moment when he was most frightened along the way; Robin Hood's telling his merry men of his

encounter with Little John, and so on. The important thing is that each should be different from every other one, that it should be the product of the children's own imagination, and that it should be true to the spirit of the story being shared.

On February 19 the John Day Company brings from the press another delightful book by Phyllis Fenner called *Something Shared: Children and Books*. "When we love something dearly," she says, "we long to share it with someone else." That is the great privilege of the teacher who leads children into the realm of books. Here are more than twenty-five charming essays in which writers themselves pay tribute to what they owe to a childhood love of reading. Howard Pyle's "When I Was a Little Boy," Mary Ellen Chase's "Recipe for a Magic Childhood," and Irvin Cobb's "A Plea for Old Cap Collier" are there, with many others difficult to find in the original printing. Rollicking cartoons lend added charm to the essays: "Once upon a time—once upon a time! Don't you have anything recent?" or "All I want is a book that can compete with TV, comics, atomic bomb games, and Indian massacres." Perhaps Caroline Hewins has summarized the theme of the volume as well as anyone: "No college English, no finishing school course in art and literature will ever give men and women what they might have if books had been as much their friends in childhood as the children next door." This is our challenge and our greatest privilege.

A Reader Teaches

by THEDA MORRIS WILSON
● WILMINGTON, DELAWARE, PUBLIC
SCHOOLS

TEACHERS ARE specialists. Areas of curriculum specialization may be broad or narrow, but the public and professional expectation of competence in helping children learn is certain.

In the elementary school great emphasis is placed on competence in teaching the interrelated skills of listening, speaking, reading, and writing. Principals and parents are right in wanting to secure teachers who are adept in teaching the language art skills, especially those reading skills that later develop into good reading habits. They are rightfully concerned about keeping these teachers in their schools and community.

Maggie Hall was just such a teacher. She liked to read, and her children liked to read. They usually read extensively and well in terms of their abilities. Former pupils, now widely scattered, gave tribute to her skill and interest as the motivation that made them read and like it.

Observation of Miss Hall's planning, teaching, and evaluating will give us some insight into the reasons for her competence. First, let us observe her as a person. What kind of background had produced her love for reading? How did she form the habit?

Who Teaches Reading Must Enjoy Reading

Maggie Hall grew up in a book

atmosphere. Books and words became special friends from the time she first became conscious of her parents' voices. What wonderful memories she had of intimate moments just before going to sleep. Mother read from a big book of nursery rhymes, showing her the pictures. Maggie soon identified certain beloved rhymes with the pictures and could request them by name as she turned the pages.

By the time Maggie entered the kindergarten she knew all of the nursery rhymes by heart. She learned many new stories in the kindergarten. Story time was wonderful. Even more wonderful was the make-believe at home when she retold the simple fairy tales to her dolls. Sometimes she even told a story in school, trying to make the story develop as it had in the book. Her teacher had said that it was important to tell a story the right way. Telling things out of order was as wrong as putting on your socks after putting on your shoes.

Maggie never knew if she was in a slow, medium, or fast reading group. All she remembered was the thrill of accomplishment when she recognized her name and certain words. She could hardly breathe when her teacher said, "I think you are ready for your first book." That was the beginning. From then she really grew, sometimes rapidly and

intensively when she had a good teacher. Sometimes she lost momentum when she had a teacher whose love of reading was not so intense or who did not really understand the "how" of teaching a variety of related skills designed to make reading meaningful.

It was while she was in the elementary school that Maggie Hall decided to be a teacher. Because she read well and widely she was successful in high school and college. Now as a very skillful teacher, one who understands children's interests, growth patterns, and learning processes she still reads for her personal and professional development. Her interest in children's literature, too, has made her an avid reader of children's books.

Who Teaches Reading Plans Broadly

Miss Hall's skillful teaching didn't just happen. Every year she had a basic long-range reading plan which gave direction to day-by-day teaching and learning. All reading had a purpose. These purposes were designed to develop skills that would foster good and lasting reading habits. A typical page of goals from her plan book contained some of the following reading objectives for the year:

Help slow children understand reading and stimulate interest by: reading stories to them; training attention, visual and auditory perception; making and using experience charts; developing word identification and recognition skills; having a

variety of books available on several reading levels.

Develop basic reading skills according to individual capacities to: read independently for information and pleasure and understand what is read; develop word attack methods; read library books and use them correctly; develop good audience reading; read and follow directions; increase rate and accuracy of silent reading; use the dictionary, encyclopedia, and reference books correctly; enlarge reading and speaking vocabularies; read by phrases; interpret ideas not obviously stated; learn to skim to gain information; locate content material in social studies, health, and science by using table of contents and index.

In addition to Miss Hall's over-all plan she planned in detail with her class. At the beginning of the year she always spent much time showing them how important it was to "take time to learn how." Therefore, daily plans that involved silent reading generally included suggested rate guides such as: (1) Edith's group will *skim* to find the answers to the questions on the board. (2) To solve these problems we need to *read carefully* and think of what we are told, what we are asked to find, and how we should go about finding the answer. (3) Read *carefully* to learn the exact way the Eskimos made their homes. (4) Jessie's group should read *rapidly* to discover the plot of the story. (5) Read *thoughtfully* and think about what you would do if you were Tommy.

Later in the year the children

could usually set their own rates and were quite conscious of growth.

Miss Hall's plans always encompassed participation by the whole team—the children, the parents, and herself. Each had specific responsibilities. Under her guidance her classes developed a list of ways parents could help at home. From the general list, which grew quite long, each child selected those ways that might work in his home. The selected suggestions on the lists were discussed in parent conferences early in the year. Miss Hall never forgot how her parents got her started. She always made certain that parents got into the habit of helping, because she firmly believed that parents could help in the reading process if their specific functions were clearly defined.

Some homes were so crowded that it was not easy to find quiet space and time for children to read. Miss Hall also found it difficult to keep up with many new publications, so she and her children planned daily free reading time in addition to individualized and group reading. At this time, sometimes right after lunch or after a gym period, everyone in the class read for fun a book of his own choosing. Reading time always ended with a sharing period in which a few children tried to "sell" the books they were reading. They told just enough to whet the appetites of the listeners. Even the less able readers found this sharing time exciting.

Children who enjoyed a year of Miss Hall's kind of reading program later told how they found reading to be one of the easiest habits they

had formed. They continued reading books for relaxation and guidance after they had finished their formal education.

Who Teaches Reading Anticipates Problems

It was obvious to Miss Hall that the good readers had a large stock of sight words. Because she wanted everyone to be a better reader when he left her she and the dictionaries became sources of new meanings for words. Children were encouraged, even expected, to use words in different ways. Many new words were used, self-consciously sometimes, in the book sharing periods daily. Hardly a day went by without a discussion of at least one word in detail.

Occasional personality difficulties in the trying process of growing up seemed to be solved more readily in her room than in any other as children relived similar difficulties in other people's lives through the many biographies read. Good books, easily accessible and on many levels, met their needs and interests. Guided critical thinking developed through discussions of varying points of view held by authors on specified topics.

Miss Hall was as much concerned about the effects of reading material on the children as she was about the development of reading skills. She often suggested that some children read certain books that she felt might have positive influences on them. Sometimes she suggested varieties of books to enrich a child's meager background. Her reasons and suggestions were many.

Who Teaches Reading Works Cooperatively

As part of a team of teachers in her building she knew that she alone could not mold the children. She knew that it took the accumulated effect of the teaching skills of the entire staff to establish the attitudes, skills, and habits that were to last the children a lifetime. Because of her love of books and children and her desire to give the best that was in her at all times she was a very important part of the team. She was always a part of, not apart from, her co-workers. By constant self-evaluation, conferences with the other teachers and parents, and reading of professional literature she kept growing professionally and enjoyed a position of real trust and respect. Constant, searching evaluation of her motives and methods helped her to develop an increasing ability to evaluate objectively instead of subjectively.

She measured the effectiveness of her instruction by formulating the answers to some very simple questions: What am I trying to do? Am I meeting the children's needs? What evidence is there that progress is being made? How can I improve my methods?

Who Teaches Reading Continues to Learn

Extensive reading and critical reading were permanent habits with her. She encouraged them in those who came under her influence.

Miss Hall exemplifies good teaching in her utilization of the best in

her own background and her professional equipment. From her professional studies she recommended to her colleagues the following sources:

The National Society for the Study of Education in its suggested objectives of a broader reading program in the primary grades lists seven reading habits to be developed (4). Correct habits begun in the lower grades can be continued in the intermediate grades with greater emphasis placed on work-type skills in the content fields.

Mechanical reading difficulties in the beginning stages of reading largely disappear in the middle grades. Children from ages nine to twelve grow mentally and emotionally through reading the variety of content in the many children's books. They are characteristically eager to learn more about many things at this age. They need opportunities to share and participate in voluntary reading programs as well as directed reading programs.

The teacher who is most effective in developing permanent interests in reading knows the interests of her boys and girls and understands what affects their interests. David Russell's very informative summary of children's reading preferences and tastes (3) shows that "reading interests are only one part of the total pattern of interests" and that "the best way the teacher can stimulate interest in reading is by continual reference to possible sources in all her teaching and by showing her own interest and enthusiasm for reading."

Good teachers are searching con-

stantly for more effective ways of preventing reading problems. Some are more successful than others. Often a successful teacher is unable to cite the reasons for her success. The chances of success are greater, though, when teachers share successful practices and adapt new practices to those already proven effective.

In Donald Durrell's chapter on "Effective Reading Instruction" are listed seven practices observed in classrooms of skilled teachers. He also emphasizes the importance of a planned program with the habits and values taught incidentally as needs indicate. The development of social responsibility and personal values come about through reading, for "the child with limited interests is a danger to himself and to society. He finds life dull and is easily tempted to laziness and undesirable behavior." (1)

Who Teaches Reading Teaches Good Readers

Today's schools certainly encourage reading. Children have access to books in classrooms, in central school libraries and public libraries. The books are attractively bound and illustrated. The stories are carefully developed and written on many levels. It would seem a relatively simple matter to match books and children, but the task is not that simple. A

teacher must understand boys and girls and develop the reading habit herself. It is then that she can help children build satisfactory reading habits and use reading as a means of enriching their lives.

Beatrice Hurley expressed it well when she wrote, "Developing of reading skills, tastes, and habits becomes a means to self-realization and a route to better, fuller living." (2) Good teachers like Miss Hall are important keys to the opening doors to self understanding and social consciousness in children. These good teachers can never be paid enough for their skill, their understanding, and their insight. Their value is reckoned in the worthwhile lifetime habits of critical reading that they start with youngsters.

Miss Hall typifies the person John Cotton Dana described when he wrote, "Who dares to teach must never cease to learn."

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Can Retarded Readers Develop a Permanent Interest in Reading?

by HELEN M. ROBINSON
● UNIVERSITY OF CHICAGO

THE REMEDIAL reading teacher, as well as his partner, the classroom teacher, frequently express despair concerning the possibilities of promoting an interest in reading on the part of the retarded reader. Such despair is not surprising in view of the fact that retarded readers usually avoid reading as much as possible. Before discussing procedures to develop an interest in reading, it would be well, first, to ascertain some of the reasons why pupils appear to be disinterested.

Characteristics of Retarded Readers

The pupil with average or superior intelligence whose reading achievement is far behind his level of intellectual functioning very often says that he does not wish to read. Usually he rationalizes his failure by stating that he has chosen a profession which does not require him to read. He argues that the radio and television bring all of the news and entertainment he needs. If he has chosen to be a businessman, he points out that his secretary can be expected to do the reading and writing. The brighter pupils have invented extremely clever means for avoiding reading in their present and future plans.

Why do retarded readers use such ingenuity to explain away their plight? Usually, a long and close

interpersonal relationship with a teacher yields some of the answers. Furthermore, such answers are frequently forthcoming only after some success in learning to read has been achieved. The main reason, then, why the poor reader rationalizes appears to be that he thinks he will never learn. He feels doomed to failure, which he must explain in order to maintain his self-respect. But once he sees some tangible evidence of success, he is likely to pour out his basic wish to read, perhaps just "to be like the other boys."

While the feeling of failure is bitter, it is greatly heightened by daily comparison with others of his own age. Such comparisons may be made unwittingly by teachers and parents; however, the bright pupil makes his own appraisals and is keenly aware of his deficiency. Furthermore, the curriculum of each successive grade relies more heavily on reading as a tool to learning, so that failure in learning to read is compounded in all activities of the classroom.

Finally, teachers today feel a great responsibility for helping retarded readers. Many times the instruction does not begin at the level where the pupil can learn best. Often the materials assigned are too difficult, and instruction is not given systematically. Continuous frustration in the reading situation is the greatest deterrent to enjoyment of reading.

Very few pupils with whom the writer has worked closely really did not want to learn to read. Those few have been emotionally disturbed, and were unconsciously failing as a means of punishing their parents or themselves. For them psychotherapy usually released their desire to learn.

Whether or not we need to sell reading to our clients, as teachers we must have a clear notion of the values that retarded readers themselves place on learning to read.

Why Read?

The values of developing lifetime reading habits have been ably set forth by other papers in this issue of the magazine and in many other sources (1, 2, 3). These values are the same for the retarded as for the average or superior reader. Therefore, rather than repeat them, some excerpts from statements made by pupils themselves are used to illustrate the values of reading.

For further academic success: A boy of fifteen years showed me his report card and said, "Look! I got C's in history and English. It sure is a wonderful feeling to take this home without any F's." And a ten-year-old reviewing his grades for the year remarked, "From D's to C's to B's all in one year. Last year and before that, these grades went the other way—down and down." Retarded readers who are in school first notice the values of improved reading skills in relation to their grades.

To illustrate utility: A boy of eleven years said, "I just got this model airplane. It tells you here how

to put it together. Look! First you . . ." Also, a girl of seventeen years brought me a paper plate of cookies saying, "These are to celebrate. I found the recipe in a magazine, it looked good, and I just went out to the kitchen and made them like it said." Both of these pupils had learned to read well enough to reap the rewards of using reading to follow up their own interests.

To improve tastes: Consider the boy of seventeen years who could read only second- and third-grade materials. But two months later he returned the first book he had read alone—*Ben and Me* by Lawson (Little, 1939). With enthusiasm he said, "Get me another funny one like that. The comics were never as good as this book. I sure laughed and laughed." Likewise from a sixteen-year-old girl who had used published condensed versions of books for her class reports until she was tutored: "Please give me a list of books I can buy to take to camp this summer. I have missed so much that I want to catch up now."

To solve personal and social problems: The thirteen-year-old Negro boy who had just completed Jackson's *Call Me Charley* (Harper, 1945) commented, "I know just how he felt. I was alone too when I first came to Chicago. But I wanted to fight all the boys who laughed at me. I guess it's better to let them get to know you and try to make them like you." A letter from a young man of nineteen who had been a non-reader two years earlier said, "I want you to know that I got in the Navy

yet. I can read letters so please write to me." A statement from a lad of twenty-one years: "Last night I had a date. This time we went out to dinner because I could read the menu and not have to order just what my girl ordered." From a man of twenty-eight years who had been a nonreader: "I read to the children after dinner. *The Cat and the Hat* (Random, 1957) really turned the trick. But I'm in trouble now because they want me to read another story tonight." Each of these students was using reading as a means of solving his own personal problems.

To fulfill civic responsibilities: A twenty-four-year-old man said, "Last Tuesday I voted. I should have voted before but I wasn't sure I could read the names. And I didn't know anything about them except what they said on the radio."

And finally, for sheer delight and extended experience: A youth of sixteen who had read several easier books finally tackled Heyerdahl's *Kon Tiki Reaches the South Sea Islands* (Knopf, 1953). When it was finished he remarked, "This was the best of all. I suffered with them in the storm; I was hungry and afraid; and I rejoiced with them when they landed. It was just like I went on the trip."

A teacher who has heard or read variations of the foregoing statements can have no doubt of the values of developing a permanent interest in reading. Furthermore, there is no doubt that such an interest can be acquired by most of those who are seriously retarded in reading.

How to Help Retarded Readers

First, it is essential that each pupil begin where he can read comfortably. From that level all skills needed in recognizing words and in getting full meaning from print must be taught systematically. When we wish pupils to make rapid progress we are often tempted to skip certain stages of instruction, or move through them too rapidly for mastery. Either procedure is likely to impair the confidence of the retarded reader. In addition, it is essential that the skills be taught so that pupils can read the more difficult materials in harmony with their mature interests.

Second, pupils must have sufficient practice in using the skills to develop independence. When we are dealing with the older, brighter pupil, we often forget the years of practice which the average reader of comparable age has had. It is not enough to be certain that a young person knows the rules of attacking unfamiliar words. He must use them frequently and in different situations so that he can quickly and automatically unlock an unfamiliar word by the most appropriate technique. Only with such practice does he become truly independent and able to concentrate on the meaning rather than the "mechanics" of reading.

Too often we assume that mastery of word recognition insures competence in reading. Such an assumption is not supported by experience. It is essential to teach pupils to read, not only to get facts, but to get main ideas, draw conclusions, interpret, and the like. Learning to answer

good questions is important. But when the answers are incorrect, a teacher must show the pupil *how* to get the correct answer. Later, retarded readers as well as good readers need practice in examining a selection, posing their own questions to be answered as they read, and in selecting the appropriate rate to read for the purpose set. The foregoing is essential to independence in understanding what is read.

Third, as soon as possible, retarded readers must begin to read outside their instructional periods. Time should be spent in helping each to select his first book. Without haste, several books of appropriate difficulty and of high interest should be examined. At this stage of development the right book is crucial. After selection, two steps are taken to insure completion of the book: (1) If necessary, the remainder of the instructional period is used to begin the book, to get acquainted with the characters so as to pronounce their names, and to move to a point of interest or suspense where the pupil is anxious to know what comes next. Then he is ready to take the book home. (2) At this time he should decide when he will finish and return the book. A note of the date on the teacher's calendar and one slipped into the book support the agreement. At frequent intervals thereafter, the teacher may ask, in a casual way, what has happened in the part of the story read so far. Without probing for details or using much valuable time, the question serves as a reminder. Thus, few fail to live up to

their own choices of the date for completion.

Fourth, the teacher must be as ready to accept (with appropriate reasons) the fact that a book was disliked, as he is that the book was liked. After returning to the library a book that one pupil chose, read the first part of, but disliked, a second was taken. Walking out of the library the boy said, "You ain't no teacher are you?" The writer was surprised and inquired about the reason for such a question. He responded that "teachers expect you to like every book they give you and you have to read 'em too."

Fifth, the remedial reading teacher must take time to listen to the pupil's reactions to a book when it is completed. A few notes of the reactions in the pupil's cumulative record are useful in guiding further reading. They also serve as a means for evaluating progress in free-reading over a period of time.

Finally, the second, third, and all following books must be chosen with nearly as much care as the first. If the remedial teacher can have the cooperation of a good librarian, the pupil may gradually come to rely on the latter's guidance. However, immediate transfer of responsibility is not recommended because pupils often fail to continue reading without regular assistance from the teacher.

Each book must be readable for the particular pupil and must be satisfying to him. As Spiegler (4) has so aptly stated, books must "hit them where they live." The quality of what is read need not be the major

concern at the early stages because taste is improved only as pupils read. If satisfaction accompanies each book the beginning of the habit of reading is established. Remedial teachers should not dismiss pupils until the habit is sufficiently well established that it will continue with the guidance of the librarian, classroom teacher, and the parent.

One Answer

Retarded readers can and do develop lifetime reading habits. Henry may serve to illustrate a point. In third grade this very bright boy could not read a primer. With proper teaching he was ready for the classroom activities by fourth grade. In fifth grade his mother phoned to learn how to stop his reading so he would get enough exercise. Today he is a college senior expecting to have a career in journalism. He is an avid reader—one who has wide interests, and reads with discrimination.

A boy fifteen years old was reading at third grade. Now he has finished college and law school. He, too, has a lasting interest in reading. However, several others of his age who were not as bright or as highly motivated, made marked progress in the clinic but did not develop the necessary facility and independence to read widely.

Based on experience, the writer feels that retarded readers whose difficulties are corrected early have a better chance of developing lifetime reading habits. Also, the pupil who has had unpleasant experiences in and out of school repeatedly finds it

more difficult to enjoy reading. Hence his chances are greater of abandoning reading when requirements are no longer to be met. In short, it seems to be important to recognize and correct retardation early, and to avoid painful and frustrating experiences over a long period of time.

Summary

The values of developing lifetime reading habits for retarded readers are similar to the values for all pupils. Greater satisfaction may be expected if the reading skills are systematically taught, if independence in the use of the skills is established, if careful selection of books is made to insure completion and satisfaction from reading, and if guidance continues until the habit of reading is established.

No greater personal or professional reward comes to the remedial teacher than to hear variations of the following quotation from the New England Primer:

My book and heart
Will never part.

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Lifetime Reading Habits and the Publisher

by MALCOLM MELLOTT
● JOHN C. WINSTON COMPANY
PHILADELPHIA

EVERY GOOD PIECE of reading material leads, if you let it have its way, to more reading. The publisher knows this and wants to satisfy the appetite for reading.

No matter how good or how timely reading material may be, the publisher can exert only a limited influence on lifetime reading habits. The selection of books to read is a highly personal matter. So is almost any type of reading. Interest and motivation have been and are two very important factors in developing reading habits.

I have watched six-year-olds and sixty-year-olds toy with reading matter. First, a glance at a page, then a glance across the room. There may be shifting back and forth until perhaps a few pages are turned, but the two covers meet, and the eyes and the mind of neither the six- nor the sixty-year-old have stayed with the book.

On the other hand, those who have studied and explored the art of teaching reading, or any subject for that matter, know full well that when an individual has been spurred on by some motivational force, be it internal or external (and usually it is external to internal), then there is no holding back of time spent between the covers of a printed piece, book, encyclopedia, newspaper, or magazine.

Where does this habit of reading really begin? Certainly not with the publisher, for he supplies the tools after the habit has been started. Who puts the tools in the child's hands? Unfortunately many parents do not realize that the habit of reading very largely begins and sometimes ends in the home! But, if the habit doesn't begin in the home, then where? Just as unfortunately, many teachers do not realize that the habit of reading also begins—and sometimes ends—in the classroom.

The publisher alone can do very little about this habit of reading without the cooperative aid of those who first place reading material with the potential reader. From that point on he does have an important role to play, but it is still a cooperative one. The builders of the curriculum, be they at home or at school, hold the balance of a reading habit in their hands.

What does the publisher do to maintain the reading habit? Here are some of the current practices: He (1) attempts to attract the attention and interest of the potential reader, (2) offers publications in an unlimited range of subject areas, (3) provides tools for parents and teachers to build the reading habit, (4) seeks the advice of experts, (5) makes use of manufacturing and promotional research, (6) conducts

studies and projects, and (7) cooperates in projects designed to promote the reading habit.

Attracting the attention and interest of the potential reader.—There is no use publishing a book or piece of printed material of any type unless it is opened and read. Publishers unleash many styles of design and format in an all-out attempt to attract and hold the reader. Some of the covers on books today are even too pretty and attractive to be slid into a shelf or covered by book jackets. The makers of paper, cloth, and binding are cooperating to produce a better, more attractive product.

Once the book has been opened, the inside is equally attractive. Legible type, good display faces, and clear printing combine to make reading an easy task. Textbooks contain more color than ever before. Sometimes we wonder a bit whether children learn more because of color, but the fact remains that color is a factor in book selection.

The importance of attractiveness is also seen in the varied physical sizes of publications. Many books can be purchased in the large, heavy home size, the convenient conventional size, or a small handy pocket size. Publishers are trying to keep the reader interested and reading on the train, plane, trolley, bus, in the home, or at school.

Another part of the publishers' attempt to attract readers is the range of prices of publications. While some books may have close competitive prices, yet the range in general is pennies to hundreds of dollars,

depending on the selector's choice.

Publications in an unlimited range of subject areas.—New book titles are introduced by the thousands each year; therefore it is now possible to find a published work in periodical, pamphlet, or book form on almost every conceivable subject. Publishers are not only interested in supplying material in a variety of subject areas, but are also interested in making this same material available in varied forms and in a wide range of reading difficulty.

Today we have publishers who are specialists in certain fields. Name the area of interest and you are almost certain to find a publisher who is attempting to put into printed form as much as he can in that area.

Then there are reprint houses whose sole endeavor is to reprint small or large quantities of rare items that have once again attracted attention.

Providing tools for building the reading habit.—It goes without explanation that if you're going to teach children or adults to read you must give them something to read. The publisher is now meeting this demand better than at any previous time. The basic tools for reading exist in many forms and follow many methods. Never before has the teacher had the benefit of so many manuals and aids to help her in her task. Charts, cut-outs, games, records, filmstrips, flash cards, small books, basic books—all exist for the purpose of helping the reader get a start. Once the start is accomplished, then the books available seem to quadruple.

Perhaps the disconcerting note is sounded when the teacher or parent fails to take the time to examine all that is available when looking for the best material for children. It could be that a parent or teacher is often a little hasty in criticizing a publisher for the reading habits and reading interests of a child. Perhaps the method of reading instruction did not "fit" the situation, or the teacher didn't "fit" the method. Perhaps the child's interests were not fully supplied with available material, and he found other interests or reading material of a less suitable nature.

The advice of experts.—During the past thirty or forty years publishers have had to face a more informed public. Our illiteracy "rate" has almost ceased to be a rate. More people want to know about more things, and there are more things to know about.

Publishers have kept pace with this desire to be better informed. Editorial departments are staffed by experts in many fields. Consultants are constantly feeding information to the publisher. Textbooks written by a single author are the exception rather than the rule. A team of collaborators or experts now combines the best information and advice from the field of practical experience.

Manufacturing and promotional research.—The publisher must make use of research not only in subject matter areas but also in related fields of manufacturing his product. Eye appeal, illustrations, type size, use of color, printing processes, paper, binding, and promotional devices

are constantly studied as part of his constant effort to put into play the latest findings in research.

Studies and projects.—The publisher becomes a partner with an author in discovering new and better methods of instruction as they apply to the tools of learning. This continues on the publisher's part in producing further reading material.

Before a new piece of printed matter is presented for sale the publisher makes certain, as far as he can, that it will do what it is supposed to do. The publisher's staff and sales force are constantly studying the interests of readers. Pilot projects are not unusual, and groups of publishers combine to gain needed information. The American Textbook Publishers Institute has cooperated on studies to determine the effects of television and the effects of other influences on reading habits.

Editors are patiently moving among the places where new ideas are being developed and tried. Questionnaires are circulated among readers. Users of printed materials are quizzed. Choice of selection of printed materials is analyzed.

At a typical sales meeting publishers' representatives discuss why certain publications are accepted and other publications are not.

Promoting the reading habit.—Perhaps the two most important groups in the promotion of Book Week have been the librarians and the publishers. Book fairs have been sponsored by the publishers to stimulate reading. The cooperation of the publishers has not been limited to

national movements, but has extended to the limited sphere of small parent groups and adult groups in an attempt to maintain reading habits.

The publisher exerts every means he can to show that reading is not an exercise or an act of penance. Reading is an avenue apart from our designated business or profession.

Reading unlocks the chains of dull routine. Perhaps the reading habit is such an easy one that this in itself makes it complex. No formal education is required. It is not reserved for a select class. The reader just starts reading.

If fifteen minutes a day were spent in reading it would be possible to read over twenty books within a year.

To become a member of the International Reading Association or to get information about forming a local council, fill in the coupon below:

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☐ I enclose \$3.50 annual dues for membership in the International Reading Association, including a subscription to THE READING TEACHER.

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An Adequate School Library Program Is Basic to the Reading Program

by HELEN R. SATTLEY

• DIRECTOR, SCHOOL LIBRARY SERVICE
NEW YORK CITY
BOARD OF EDUCATION

BUT WE CAN'T teach reading without the library."

The two first-grade teachers confronted me with this simple statement some years ago when I asked them if they could postpone their regular library periods for a semester because of an overcrowded library schedule. I had assured them that there would be no curtailment of their classroom libraries and that we would get down for storytelling and book talks, frequently.

Of course, they did not mean they could not teach reading. They meant they could not teach reading so well. But they opened my eyes to the fact (not without a keen sense of satisfaction, I must add) that the library program was so much a part of the reading program that we could not tell—or tear—the two apart. The first graders got their library periods, even though we two librarians had to take part of our own lunch periods for them.

When one stops to think about just what the library visit means to first graders, each week, one can understand why it is such an incentive in developing skills in and love for reading.

On the table, in front of each seat at the oblong tables is a picture book and each child knows his book has been picked especially for him. Spread out on the window seat and

on the large round table are books to take home and read. (These may be primers and preprimers or picture books and easy story books, or a mixture of all, depending upon the philosophy of the school and of the teacher.) When his turn comes, his teacher will sit with him there until he and she are satisfied that he has found two books that will suit him "just right." And, since he has shown that he can take home, care for, and bring back two books, he will be able to choose a third, with no help from anyone, from the table for family-reading-aloud. It may be poetry or fairy tales or a new book about bugs. Then, there will be time for the librarian to tell a story—or just to ask the class to talk about what they have been reading lately. And, besides all this, he is on the committee, today, to choose a few new books for the classroom library to make up for the ones they have just returned.

This is a pretty heady program for any first grader, isn't it? And an important one.

But the library program, even for the first grader, goes beyond this weekly (or bi-weekly or tri-weekly) library period with his class. We should never underestimate how early "research" begins. The first grader who comes to the library clutching a wildflower, asking us to help him find its name in a book is

doing research at his level of ability. The two who come shyly, hand-in-hand, to "study" the charging desk and to "hunt through" some books on libraries so that their class can build a library of its own are doing research.

Whenever a child turns to books and libraries to seek out some specific information which is necessary to his own plan of action, he is going through the processes of research, even though they may be very rudimentary. And it is the school's responsibility to help him to form the habit of this seeking, naturally and spontaneously. In the first few grades, such experiences are exciting and challenging and it is this spirit of adventure in the search, and of satisfaction in the accomplishment, which an active library program can help to promote in a school.

Library Standards

New and revised school library standards will be published by the American Association of School Librarians within the next few months. With the help of many education associations which participated in the development of these standards, the AASL has set high goals of achievement for Boards of Education for staff and materials budgets so that library programs and activities we so often give lip service to can become realities.

Every child from elementary school through high school should have the opportunity to have frequent contacts with an active school library every week. These contacts do not always need to be within the

library room or rooms, for an active library program will extend throughout the school. Classroom libraries continually freshened and enriched from the central book collection will provide for reference and recreation as the needs arise — and as they change. Visits by one of the librarians for storytelling or book talks or for preliminary planning for a research project will allow the library to take on dimensions out of all proportion to those on the architect's original blueprints.

Unfortunately, all across the country, planning for library quarters has not kept pace with the changing curriculum and times — the emphasis upon the teaching of the individual child, the use of many books and materials in place of the single textbook, the increased publishing of beautiful and useful children's books on almost every subject. If we are to encourage the habit of reading and of natural and spontaneous research, a part of the library needs to be open at all times for individual and committee reading and reference work which goes beyond that which can be done in classrooms. A part of the library needs to be available to teachers who come with classes which will use the library as a laboratory; and there must be time available to schedule at least the first few grades for definite periods.

Since it is recognized that a school library does need to provide for such different kinds of groups, current library planning tends toward breaking the library up into several different areas. Although these areas are usually separated by glass partitions

above counter height shelving for easy supervision, in schools where there is an adequate staff, separate libraries are sometimes now established: a social studies library near the social studies classrooms, or a complete library set-up in each group of buildings in the multi-school plan. More generally used areas, however, are reference areas, browsing areas, audio-visual areas, conference rooms to seat six to twenty, library classrooms, a room with small library furniture for the first three grades. There is also the departmental multi-library made up of a science and vocational guidance room, a social studies room, magazine room, language arts room. Older schools, too, have successfully modernized their buildings (and curriculum) by enlarging their library facilities through some such plans.

As for personnel, if one librarian in a school of five hundred students spent the whole thirty-five hours of the week with children (i.e., she did not do book ordering, she did not do cataloguing, she did not fill teachers' requests, she did not attend curriculum meetings, she did not pass on news of new books to teachers) she would have had an average of only 4.25 minutes per week with each child. We can understand how thin we often spread this service which should be so vital to the reading program as well as to the child's total development.

The Library Program

The library program consists of four distinct parts. These often over-

lap, and for a time one or two may predominate, but in any well-rounded book and library program in a school, all four should be found in about equal proportions during the school year. These four parts are reading, reading guidance, the teaching of the use of books and libraries, and supervised research.

Reading guidance consists of all or any activities which make reading important to children and young people. It is storytelling, story reading, book talks, recordings and book exhibits. It is the tying-in of television and moving pictures to books. For the child of limited ability, reading guidance may be more concrete: the making of dolls and dioramas so as to become familiar with a literary world he would not be able to enter by the printed page itself. But I remember the talented eighth-grade art class which shared the world of Rima when their art teacher read from W. H. Hudson's *Green Mansions* as they painted. It is book trials and book panels and the enthusiasm of teachers. In short, it is anything and everything which makes books exciting and personal.

Having entered the library field from the remedial reading field, I have little confidence in any remedial reading program which excludes the pure joy of reading, just reading. And I have little confidence in any reading which does not fit the individual child.

Reading guidance for any group makes demands upon the teacher or librarian undertaking it. Knowledge of the children or young people

concerned is essential — their backgrounds, their abilities, their interests. Knowledge of the field of books for that age level is also essential. It is not enough to know *one* baseball book if you have a group of fifth- or sixth-grade boys. You need to know several—and something about how the different authors treat their subject. It is not enough to know the modern books which were assigned to you in college, if you are guiding juniors and seniors in high school in their reading. You need to know the modern books which are of interest to them—the good books. And, on the other hand, too much dependence upon the classics may mean that, though we can accept new frontiers in science, we feel that in the literary field there is nothing new to say and no new ways to say it.

"Reading" is one-fourth of our library program. This may be assigned reading, supplementary reading, or "free" reading. If our reading guidance has been successful, all of this reading will be exciting and purposeful to boys and girls, and to a very great extent the materials will be of their own choosing.

Time to Read!

One of the greatest lacks in school reading programs has been the lack of time to read. We have time for the skills and even time to select books and time to analyze them, but no time to sit quietly and read them. Schools have been slow to recognize the fact that, outside of school, a great majority of children have little incentive to read and that many,

many of them have no quiet place in which to read.

I remember so well the eighth-grade boy who looked up at me during a sixty-minute reading period in the library, with a glow on his face. "Gee," he said, "it's so wonderful to have time and a place to read. After school, I have a paper route and after my late dinner, I have to study. I've never read like this before."

And he hadn't. But now he was reading one or two books a week. He was in one of the eighth-grade classes we had started on a special program of library reading. We began with short story collections, proceeded to six weeks of biography, and followed that by six weeks of any kind of reading the students chose to do. The classes came to the library one sixty-minute period a week during an English class period. During these times the teacher and I had a chance to interview each child about his reading interests at least once, and sometimes more. We talked about what he had read, gave suggestions about other books he might, like, and generally talked about books and reading. But we protected the class as a whole from any disturbances.

When the teacher and I could see that the program was effective—that students were coming in after school and noontimes to "read some more," that individuals were blossoming under the impact of the "individual interest" we were taking in their reading, that animated book discussions were going on among them—

we could look back and smile over that English teacher's remark the first day of the project. "Shouldn't they be doing something?" she had said to me, looking over the students absorbed in their books. "Shouldn't they be *working*?"

Time for reading. Time in the classrooms; time in the library. The school must set the pattern, and the example, if boys and girls are to learn that it is important to find time in a busy life to read—just read.

Courses for Teachers

A course in children's literature should be required of every teacher in the elementary and junior high schools. Some states require it for a license, and all should, if we are to make meaningful use of the great sources of books available to children. In like manner, a course in books for young adults should be required of every junior and senior high school teacher. Not until we have such courses, and not until they are recognized by teachers as proper and necessary at the high school level, will our reading programs for young people really be meaningful to the majority of students.

In the bibliographic fields of the special areas, we also need courses for teachers during this preparatory study. For example, a social studies teacher's whole program can be enriched if he understands the information and reference books in this field. He can then become a partner with the librarian in the research and reference teaching of his students. Consequently, he will use the

library as a laboratory and his students will be developing the habit of research, naturally and spontaneously.

If the librarian and the teacher, at both the elementary and the high school levels, will continue to reinforce each other and to recognize that the need for their common knowledge is increasingly great, the gap between our individual programs will be closed and the school children will be the benefactors. As the librarian assumes more responsibility for understanding the child and the curriculum, and the teacher assumes more responsibility for knowing books and bibliographic information in his own field, we will be able to reinforce each other as we never have been able to do before. No teacher can get along without an adequate library today, and no librarian can make his program meaningful unless it is basic to the reading program—and to all of the other programs of the school.

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What's Happening in Reading in Canada

by D. M. LAMPARD AND

• M. D. JENKINSON

UNIVERSITY OF ALBERTA

UNTIL comparatively recent years it would have been difficult to describe the current reading situation in Canada because of the diversity and breadth of the country. Many Canadians, even, do not realize that the total territorial area of Canada is larger than that of the United States (including Alaska), while its population per square mile is 5.5 persons as compared with about 55 in its southern neighbor and 550 in Britain. The development of modern transport, of natural mineral resources, the increased industrialization and urbanization, and stupendous population growth are bringing about developments in every area of Canadian life. The area of reading is no exception.

The administration of Canadian education is very similar to that of the United States; each province is solely responsible for the education within its borders, but there is no federal centre of education. Though there are only ten provinces, there is in fact a greater diversity among them than among the 49 states of America. The diversity has persisted because of the lack of physical communication, scarcity of written communication, and the disparity in educational financing. This article will not deal with Ontario, which, because it is one of the oldest, most heavily populated and wealthiest of the provinces, warrants separate dis-

cussion. An attempt will be made to show how the reading field in all the other areas of Canada is beginning to emerge as an educational entity. The discussion will be based on what is happening in the Maritimes, Quebec, Western Canada, Newfoundland, and the Northwest Territories.

Foundations of Present Programmes

Until about 1920 the Maritimes and Eastern Canada, which tended to be educationally oriented towards Britain, influenced the rest of Canada through textbooks, teacher training, and curriculum development. After this period, as the culture growth paralleled that of the U. S. A. more than that of Britain, and also, because of the number of publications and research of American educators, it could be said that the educational development north of the 49th parallel followed (with a slight time lag) that of the U. S. A.

After 1950 the Canadian Education Association, aided by the Kellogg Foundation, launched a nation-wide project for improving supervision and in-service training. These yearly sessions of representatives from each province spearheaded movements for improving administration, led to published research, interprovincial exchange of ideas,

and university courses for the training of supervisors. Once administrative procedures became more effective, added attention could be directed to improving classroom instruction. Almost every province or area embarked upon objective procedures for examining their teaching programs and setting up experimental projects. The point of departure has usually been reading.

Surveys and Programmes

In order to ascertain objectively the achievement of pupils many surveys have been made on a provincial, district, or school basis. American reading tests are used for the most part, but are restandardized as the original norms are usually too low. British Columbia has an established test bureau which is growing rapidly. It has published not only general tests, but specific ones to measure reading ability in certain areas. For example, a test was constructed to measure vocabulary background and ability to comprehend social studies material in junior and senior high school. The department also sends out detailed analyses of test results to assist the teachers in the interpretation and use of tests. This has roused the interest of teachers, not only in vocabulary and concept development, but also in the nature and limitations of testing, an interest which can be seen if one examines the topics of recent teacher institutes and conventions held in British Columbia.

In Quebec, where the majority of the population are French speaking,

a beginning has been made in the construction of reading tests for French Canadians. One of the leading educators from the Université Laval has suggested that in Quebec there is yet "an 'ignorance' of the existence of a reading problem and that measuring devices will enable one to obtain from surveys and studies the facts necessary to awaken public opinion."

In order to further the prime purpose of supervision ("to try to help teachers create with greater skill and purpose an environment in which it is possible for each and every child to develop according to his interests and potentialities") Nova Scotia initiated a province-wide testing programme (2). The five-year project envisaged using the factual data obtained from the survey to decide supervisory processes and recommend instructional methods and procedures. Inevitably, reading has figured prominently in this project. At every level of their educational hierarchy there has been increased interest, which has resulted in greater understanding of the fundamentals of reading. Meetings have not only stressed the "Supervisor's Role in the Reading Program," but have also included such topics as "Criteria of a Good Reading Program," and "Techniques Involved in a Continuous Evaluation of Children's Progress."

In-service Training

In-service training in aspects of reading has originated as the result of testing and surveys and also from

the urgent need to make all teachers aware of modern reading instruction.

One of the distinctive features of in-service training in Canada is the part which is played by the Teachers' Societies. These bodies organize conventions and workshops in major school areas in each province, and use their financial resources to secure noted educators as consultants. Topics of current interest are the themes of these conventions. However, the most popular theme is reading. A recent development in some of these organizations has been the appointment of an officer solely responsible for directing the in-service training of the members as part of a scheme to improve professional competence. For example, the British Columbia Teachers' Federation has run workshops on phonics and has sponsored a group which has developed a manual on linguistics.

In addition to the teachers' societies, further in-service training is given to teachers by the Departments of Education in each province, to promote their provincial curricula. Teachers from the Northwest Territories (the Mackenzie Basin and the Eastern Arctic) are flown to a central place every two years to take part in a convention, which may last for two weeks. A frequent theme of such meetings is how to promote the desire to become literate, and how to develop readiness for the literacy programme.

On-going studies of methods of continuing pre-service teacher training and the implementation of recent research, particularly in the field of

reading, are frequently undertaken by small specialist groups, such as supervisors. The kindergarten manual done by the Winnipeg primary supervisors is an outstanding example of this work. A new approach has been the meeting of groups of principals for single discussions, or for study continuing for as long as three weeks. Topics such as free reading, provision of library materials, or methods of grouping are pursued.

In an effort to coordinate reading programmes, more and more systems are adding reading consultants to their staffs. These teachers find it difficult to meet to coordinate their work because of distances and the fact that there is little, if any, precedent for their type of work. This is an area of in-service training to which Universities are turning their attention. Saskatchewan has formed voluntary groups of consultants for the sharing of ideas. The Indian Affairs branch of the Department of Citizenship and Immigration are ready to engage a reading specialist who would, from a regional office, initiate programmes across the country. The programmes would counteract the alarming reading retardation in the Indian schools.

Many areas are indebted to the publishing firms who have given tremendous impetus and assistance in in-service training by sending out demonstrators, particularly to outlying areas. For many years this was almost the only way in which teachers could become acquainted with newer methods, particularly in Newfoundland and other places where the population is scattered.

Developmental Reading

The developmental programme in the primary grades is well established in every province. However, it has still to be widely recognized that there is a place for a developmental reading programme in the junior and senior high school, though isolated attempts are being made to introduce this idea.

A recent study by A. F. Deverell, at the University of Saskatchewan, reveals what the primary teachers think about reading (1). The study showed that: (1) The teachers have a high degree of confidence in the basic reading programme in use. (2) They are more concerned about phonics than about any other single problem in the teaching of reading. (3) A programme of phonics on an incidental basis is confusing to some teachers. (4) The problems of the slow learner cause a disproportionate amount of concern among teachers. (5) The teachers are concerned about the literary quality of the content of primary readers in use. This confidence of primary teachers in the work they are doing in reading is probably felt in other provinces.

More overt concern is being shown about the reading programme in grades four, five, and six. As yet there has been no clarification of the problem at this level, though sporadic attempts at attacking some of the difficulties are being made. The Superintendent of Elementary Education in Winnipeg has directed his principals to formulate ways of improving current programmes in these grades.

In the past three years many experiments in grouping have been initiated. The most prevalent form of organization has been ability or achievement grouping, based on the results of reading tests. Programmes of acceleration such as those in practice in the school division of Edson and the city of Calgary in Alberta are typical examples. In these programmes the work of grades one, two, and three is organized so that it may be taken in two, three, or four years, depending upon the achievement of the pupils. About 10 per cent of the students are able to complete it in two years, and when these students proceed to grades four, five, and six, an enrichment programme is planned to meet their needs.

The recent publicizing of the Joplin Plan has stimulated similar programmes throughout Canada, a plan which has considerable attraction for the intermediate grades. An outcome of trials of this plan has been the realization that for any programme which stresses increased free reading and individualizing of the programme vast supplies of books and supplementary materials are vital. Two interim reports on the progress of this plan from Medicine Hat, in Saskatchewan, and Red Deer, in Alberta, reveal the amount of material needed as a major problem, and one which might undermine the success of the programme, particularly at the higher levels. This revelation in turn has stimulated interest in the provision of more adequate library services. It is noteworthy that two areas in British

Columbia, Garden City and Creston, which have excellent elementary library service (unknown in many parts of Canada), have reported striking results with their plans.

The outlook is not entirely bleak at the junior and senior high school level. Increasingly, the teachers are becoming aware of the urgent necessity for training students to read in the content fields, and to evaluate and interpret accurately. Increased enrollment in the high schools with the attendant problems, the opening up of new areas of knowledge, and the extension of University education have created problems which are similar to those which have arisen in the U. S. A. Public pressure for increased attention in schools to fundamentals, particularly reading, is revealed in many editorials on the subject and briefs from numerous societies to the Royal Commissions on Education which have been sitting in Manitoba and Alberta. There has been a move in high schools to coordinate and integrate thinking on the place of reading in the curriculum. Some noteworthy efforts in this direction have been made in Nova Scotia and among the teachers of the Okanagan Valley in British Columbia.

Remedial Programmes

From a survey of remedial work in Canada it appears that in the elementary grades this aspect of the programme is carried on mainly in the classroom. Winnipeg has used a system of adjustment teachers in some of its schools; Saskatoon has

just appointed a teacher to diagnose and work with small groups of children in this system. In junior and senior high school, remedial work on the whole has received greater prominence than the developmental aspects of reading. Enthusiastic teachers of English have usually established such programmes and have had considerable success. One Vancouver teacher stimulated by his success in the high school launched a series of public T.V. programmes, using materials and methods he had used previously with his students. The programmes were extremely successful.

The move to establish reading clinics has been growing in the last few years. Montreal, a large urban centre, has a number of well established private reading clinics. Winnipeg since 1945 has had a reading clinic as one department of its child guidance clinic. The need for such services has been voiced by many authorities and formalized in requests to Royal Commissions. One of the reasons for the dearth of clinics has been the lack of available facilities for the training of personnel. Recognition of this lack is now being taken by Canadian universities. The University of Alberta has recently inaugurated courses which will enable graduate students to take both masters' and doctoral programmes with emphasis on reading.

Research

As Canadian universities have lacked facilities, graduates interested in pursuing studies in the field of

reading have usually attended American universities. Fortunately for the United States, several, such as David Russell, Margaret McKim, and Anne McKillop, have remained and become prominent reading specialists. Many of the doctoral and masters' theses about reading in Canada have been of the survey type. Some investigation of the correlation of reading factors and scholastic success, of reading interests and the content of readers used in Canada viewed historically, are topics which have been investigated. The findings of such research have usually remained on university library shelves because of lack of facilities for the publication of research studies. A beginning has been made in encouraging publication of studies by the founding of a research journal, for this purpose, at the University of Alberta. It is hoped that in the near future a research journal representative of all Canada will be established.

Conclusions

This review of the current scene in reading in Canada is necessarily limited. Space does not permit more than mention of the work done on the bilingual problems with the French, Eskimo, and Indian cultures, and the efforts of the Canadian Citizenship Council in teaching English to new Canadians. Evidence of current interest in reading is also shown in the number of adult reading courses, which are frequently over-enrolled, courses which are sponsored by both universities and business organizations.

A more serious limitation in this presentation arises, however, from the lack of adequate information available. Many interesting courses are being tried, much experimentation is taking place, but very little gets into print. This lack of communication in the reading field is extremely serious. The writer has found that two districts ten miles apart were totally unaware of interesting experiments which had been carried out successfully in their schools. Thus the International Reading Association in Canada has a new function. It is helping to disseminate through the increasing number of IRA councils not only information on the international level about reading, but on the national and, even more important, on the local level.

A feature of post-war Canada has been the emerging sense of nationalism which is making itself felt in every sphere. In the reading field, this has led to a demand for reading texts with a Canadian background and Canadian reference material. Last year the first all-Canadian encyclopedia was published. Another exciting development in this respect is the work that is being done on a Canadian dictionary, which is advancing under the direction of M. H. Scargill of the University of Alberta. Canadian English does in fact differ from both British and American English.

Canadians have more recently emerged from the pioneering era than their southerly neighbour, and are turning their energy towards foster-

ing and deepening their culture. This energy is full of enterprise and individuality; it is frequently unconventional, but has an underlying determination to conquer problems in whatever field they may lie. This awareness and energy in the educational field is leading to more basic research in education, including reading, and to explorations of the

ways of synthesizing and disseminating information, thus stimulating teaching at all levels.

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AN INVITATION TO THE MEMBERS OF THE INTERNATIONAL READING ASSOCIATION

On your way to or from the annual convention at Toronto you are invited to visit the Reading Center of the Buffalo Public Schools, located in School 46, 389 Virginia Street and South Elmwood Avenue. The Reading Center is convenient to the downtown and hotel area and is enroute to the Peace Bridge—entrance to Canada and the Queen Elizabeth Way.

At the Reading Center you may see:

1. A display of all types of reading materials.
2. Corrective and remedial reading classes.
3. The in-service teacher training program.
4. Classrooms set up for developmental reading demonstration.
5. The physical facilities for individual reading analyses.

The staff would be happy to welcome you to the Reading Center.

JAMES M. LANZ
Director of the Reading Center
Buffalo, New York

At Toronto —

Of Special Interest to IRA Members

IT IS EXPECTED that many delegates to the May conference of the International Reading Association may wish to avail themselves of the opportunity to see significant things in education in the Toronto area. Three members of the Toronto Council of the IRA have prepared the material below, which covers various aspects of the education scene in Toronto. (Editor's note: The overlap in content stems from the fact that the three sections were prepared independently.)

The local arrangements committee will provide transportation for those wishing to visit schools.

By Dan S. Mewhort

A Message from the President of the Toronto Council

When he was four, his sister took him to school one Friday afternoon. It was all very strange so he said nothing. The teacher said, "Johnny is very quiet. I wonder what he thinks of us."

His sister said, "He must be thinking *something*."

Like Johnny, we seem to have said very little since we formed a local council of IRA in 1949, but we have been thinking. Now that all of you are coming to Toronto in May, we are wondering what you will think of what we have been doing about Johnny.

Somehow we were caught up in a

surge of professional interest in Johnny's reading. We took a close look at reading and evaluated word recognition as an important part, but still only a part of the total reading programme. Instead of, "What does it say?" our teachers began to ask, "What does it mean?" Instead of counting the number of words called out per Johnny, per test, per minute, our teachers were concerned with integrating word meanings, with pupil comprehension, and with pupil reaction.

In fact, pupils have become more important than texts, and more significant than the number of pages covered. More time is frequently spent on the purposes, attitudes, interests, and needs of children than is spent on the sounds of the A, B, C's. The kindergartens start the sequence by doing all sorts of things to stimulate emotional growth, social competence, and language skills. Ears and eyes are trained to see likenesses and differences in sounds and sights. We think that this is important else Johnny might grow up and read that "The pitcher held himself aloof," and tell us that "The preacher held himself aloft."

Grade one teachers tell us that it is silly to force memorization of some seventy-eight meaningless sounds before reading can begin. They insist on first developing a stock of basic sight words, perceived as wholes, so that meaningful reading may begin

at once, and so that there will be something upon which to build skills.

The skills might rather be called keys for unlocking word meanings. Our Johnnies are quick to sense that "beam" has to do with light in one context and with lumber in another. Similarly, they are quick to take clues from word forms already known. If they know *name* they can easily get *shame*; and it is quite good fun to discover that *jump*, with a little change in structure, can become *jumped*, *jumping*, or *jumper*.

We still use phonics, of course, as one way of helping to identify and to "say" words. Johnny will certainly throw away this unreliable key to comprehension long before he becomes an independent reader. Accordingly, our teachers have looked long and hard at bare phonics. They see that it is a waste of time to teach sounds as isolated units withdrawn from known words in context, because there are no fixed laws for letter sounds.

We like all pupils, at least from the fourth grade onward, to have dictionaries right at the desks, because of all the keys for unlocking words, the dictionary is the one key that never sticks in the lock, and the one that is used universally when difficulties of meaning or pronunciation arise.

Even though our pupils discover that reading is the same as talking (only written on a page), and even though we have insisted that reading and thinking are essentially the same thing, we still have pupils with reading disabilities. We are working

patiently and hopefully, albeit a little humbly, with every possible kind of disability, the causes of which are as varied and divergent as the differences in children themselves.

In spite of the benefits of a veritable flood of befuddled opinion insisting that "pure" phonics will cure almost anything; in spite of the benefits of an accumulating library of functional-phonetic gadgets and be-guilements; in spite of the benefits of a constantly recurring barrage of ill-considered admonition that progress forward can be made only by gazing backward; and in spite of a certain amount of hard work, we are forced to submit that we have not yet discovered a medicine to cure all reading ills.

However, there are some things that we have learned with a degree of certainty. We know, for example, that disabilities can issue from a number of sources, including the following: the use of poorly graded material, the presentation of the symbols of experience before experience has become personal, the confusion instigated and sustained by well-meaning home help, the acceptance of too low a standard on one hand and the expectation of too high a standard on the other, the perpetuation of overdoses of frustration and failure in reading situations, the continuance of zealous but faulty methods of instruction, the maintenance of unhealthy classroom climates. At the same time we know that the great majority of reading disabilities are inevitably entangled with personality factors.

Perhaps the one thing that we know best is that we are teaching unselected Johnnies to read much better than we taught their highly selected fathers. Tests and records give objective evidence of technical improvement that cannot be disputed. The public libraries agree that we are feeding not only the present interests of children, but that we are opening up new avenues of opportunity to ensure continuing growth. In 1930 the per capita circulation of books for elementary school children was *nine*. By 1940 the per capita circulation had increased to *fifteen*, and by 1956 to *twenty-seven*.

We have not yet graduated a city full of omnivorous readers, but we are making headway. We expect to get a good deal of help from the annual meeting of IRA in Toronto in May. Certainly we will be there, and we hope that you will too.

By Phyllis M. Todds

Like all other centres Toronto has been striving to improve the teaching of reading. With this goal in mind a developmental programme was organized to provide opportunities for learning based on the child's level of achievement. Since we realize that children should be grouped according to approximate reading level, a city-wide testing programme was instituted to emphasize the range of individual differences within a single class. This information, the child's reading record, and teacher evaluation based on informal procedures serve as a basis for grouping children,

in an attempt to differentiate instruction founded on the principle of readiness for learning.

Formal schooling for some children begins with the junior kindergarten, where they are enrolled at four years of age. All children enter the senior kindergarten at five years of age. The senior kindergartens provide an activity programme that encourages the child to grow emotionally, socially, physically, and intellectually. The development of oral language is fostered as children work in groups.

All children are not ready for reading at the end of this kindergarten year. To bridge the gap and to provide for continuous language development several small reading-readiness classes are organized with a programme of activities designed to help children practise the many skills and develop the attitudes necessary for beginning reading.

Once the child is launched into the formal reading programme a basal series of readers is used to ensure the continuous development of the reading skills. Children progress in these readers at their own rate. They are taught to set their own purpose for reading, fostering interest and giving the reading lesson meaning for them as individuals. Much discussion in small groups accompanies the silent reading.

It is recommended that every classroom provide for individual differences by adjusting the grouping within the class to fit the needs of the child. One might enter a fourth-grade classroom filled with things

that stimulate intellectual curiosity: books, maps, models, plants, pictures, and creative materials of all kinds. One might find two children working at second-level spelling, learning their words by means of a modified kinaesthetic method. Several children might be locating information at the library shelf or table; others might be planning or writing a class play based on some unit of study; still others might be working with the teacher, gaining confidence in the use of some word recognition or interpretive skill.

Working together in groups provides a powerful incentive for children to grow steadily in accepting responsibility for learning, in solving their own problems, and in making their own decisions. One might find an eighth-grade class working in groups under the leadership of their own chairman, using reading as a means of sharing and extending knowledge, developing and broadening points of view, and critically evaluating their own opinions as well as the opinions of others.

The past few years have seen a tremendous influx of people from many other countries. This has created a special problem for school personnel. It is important that these "New Canadians" become facile in the use of the English language as soon as possible. In some schools special classes for these children and for young adults have been established. There are night class opportunities for the adults.

The Toronto Board of Education has a staff of six subject-area con-

sultants and twelve general consultants. This consultant service is available to both experienced and new teachers. The consultants schedule regular visits to the new staff, helping with class organization, demonstrating teaching techniques, and suggesting materials and equipment to facilitate guidance in terms of individual needs. Experienced teachers are visited upon request.

The Child Adjustment Services is a clinic staffed by psychiatrists, psychologists, and psychiatric social workers. School principals may refer children with problems to this clinic for diagnosis and treatment. Recommendations may include further investigation of a reading problem by the Special Reading Consultant in the Reading Division of the Child Guidance Clinic. Since most retarded readers are emotionally disturbed, all information and recommendations which are of mutual concern are reviewed by the reading consultant and a member of the Child Adjustment Services.

The Toronto Public Library (Boys and Girls House), the Royal Ontario Museum, and the Toronto Art Gallery arrange exhibits and displays which contribute materially to the appreciation of our own and other cultures. Many of the schools contain a branch of the public library. With the aid of trained librarians children are introduced to and become familiar with their literary heritage. The enthusiasm and interest sparked by the librarians is a source of inspiration to the teacher of reading.

The Royal Ontario Museum and the Toronto Art Gallery offer wide opportunities for learning. Regular class visits may be scheduled and arrangements may be made that enable children to see exhibits pertaining to their current interests. These visits are a means of richly extending the background of experience, upon which depends the interpretation of what the children read and study.

Below is a list of programmes, services, and activities of interest to visitors in Toronto. Conference delegates may be interested in seeing some of these programmes in action in our schools.

1. Senior High Schools
 - a. Academic
 - b. Technical
 - c. Commercial
2. Junior Vocational Schools
 - a. Boys
 - b. Girls
3. Junior High Schools
(Grades 7, 8, 9)
4. Senior Public Schools
(Grades 7 and 8)
5. Junior Public Schools
 - a. Kindergarten
 - b. Primary Division
 - c. Junior Division
6. Special Classes
 - a. Opportunity
 - b. Health
 - c. Academic Vocational
 - d. Sight-Saving
 - e. Classes for the Deaf
 - f. Orthopaedic
 - g. Hard of Hearing

7. Experimental Programmes
 - a. Gifted
 - b. Special Reading
8. Special Services
 - a. Child Guidance Clinic
 - b. Teaching Aids Centre
9. New School Buildings

By Clare B. Routley

Provision for the Gifted

In Etobicoke and East York rapid learners are transported to central workshop classrooms, where the physical arrangements, the timetable, the teaching procedures, and the materials have all contributed to provide a challenging programme and a demanding one, too, for the gifted. A visit to these classrooms may convince one that rapid learners, if they are to be given the finest educational experience, must meet and work with children of comparable ability for academic work. On the other hand, Forest Hill, Leaside, and the Lakeshore (New Toronto, Long Branch, and Mimico) prefer not to transport their able learners to segregated classes, but to make provision for them within each school unit. In these municipalities one can observe many "streams" of gifted learners.

The New Castle Reading Experiment

Delegates interested in the New Castle Reading Experiment may wish to visit parallel classes in Scarborough and Long Branch, where the pupils are equated as to reading readiness, mental ability, sex, and

socio-economic background. The variable in each case is the method of teaching. The pupils are being carefully tested to detect any significant differences in the results obtained.

The Frank Oke School, York Township, is a school for boys who are experiencing difficulty in regular grade work. Many are severely retarded in reading. On November 1, 1957, the New Castle Reading Experiment was introduced into this school. Tests given on May 15, 1958, showed unusual gains.

Glen McCracken, New Castle, Pennsylvania, originator of this experiment, is well pleased with the classes in suburban Toronto. In fact, he is now advising persons interested in the New Castle Experiment to visit the Toronto area.

The Unit System in Hamilton

The public schools in Hamilton are nationally famous for the Unit System. Grades 1-6 are divided into three units each, and attainment levels for each unit have been established. Since the vocabulary load in reading is the greatest single contributing factor of difficulty, this is the basis upon which levels of attainment are established. At the end of Unit 18 (Grade 6) a pupil is capable of using 5700 words. Pupils progress at their own rate. There are no failures. If a child is capable of accomplishing only two units of a particular grade by the end of the school year, he commences at the third unit of this grade when he returns to school in September. A visit to the Hamil-

ton Public Schools will be a rewarding experience for those interested in a reading programme in which children are working to the maximum of their potential in reading. Hamilton is one hour by bus from Toronto.

Junior High Schools

Four new junior high schools to serve Grades 7, 8, and 9 opened in September, 1958, in North York. Other junior high schools are in operation in Forest Hill Village and East York. (These schools are called junior high schools because they include the ninth grade; in the senior public schools the highest grade is the eighth. The curriculum for corresponding grades in each kind of school is in general the same.) The organization of these schools provides for a progression from predominantly homeroom teaching in Grade 7 to predominantly specialized instruction in Grade 9. Special features of the programme include a curriculum planned for the normal, the slow, and the rapid learners, the introduction of oral French and typewriting in Grade 8, and a thoroughly organized guidance programme.

Senior Public Schools

Senior public schools are organized to meet the needs of the early teenagers with their wide range of abilities and interests. These schools have semi-rotary programmes. They bridge the gap between the public school classes taught by one teacher and the secondary school classes operating on an extensive rotary system. A visit to the senior public schools in

Weston and Hamilton will interest those who may wish to observe a programme that develops individual initiative, responsibility, and leadership in the twelve- to fourteen-year age group.

Library Services

Every attempt is made to ensure that the best in children's literature is readily available to every child who can read. The Library Programme is articulated with the curriculum and is made an integral part of the Language Arts Programme.

In North York a staff of four librarians visit the classrooms on a regular schedule to introduce new books in the library, to assist and counsel the teachers, and to encourage interest in reading through story-telling sessions.

In Scarborough the school libraries are financed by the Board of Education, but the Home and School Association in each school assumes the complete administration of each library. Because of this arrangement the parents have become vitally interested in the children's reading.

Curriculum Organization in Secondary Schools

The Grade 9 programme in Delta Secondary School, Hamilton, is offered at three different levels. All pupils entering Grade 9 are classified into groups I, II, and III according to their potential scholastic abilities as indicated by their elementary school records. These classifications are not necessarily permanent. The school programme is organized to meet the particular needs, interests, and capabilities of each group.

The Honours Classes in Forest Hill Collegiate Institute are attended by rapid learners. There are three of these classes. Students enjoy an enriched programme with five options. The classes majoring in mathematics and science spend fifteen periods per week in these subjects. One hour per week is devoted to a seminar in mathematics or science. Often, the chairman of the seminar is the head of a department, a professor from the University of Toronto, or someone well qualified to stimulate the interest of students.

Conference Notes

IRA will hold a joint meeting with the Annual Reading Conference at the University of Chicago on Monday evening, June 29. Three speakers will describe unique patterns of grouping and accompanying programs of reading instruction in their school systems.

The Annual Reading Conference of The Pennsylvania State University will be held June 22-26. The theme will be "Reading *Is* Living."

A Workshop Conference on Individualizing Reading Instruction will be offered at Teachers College, Columbia University, July 20-31.

The Effect of Endocrine Disorders on Reading

by THOMAS H. EAMES, ED.M., M.D.
● BOSTON UNIVERSITY

CERTAIN DYSFUNCTIONS of the endocrine glands are known to affect attention, concentration, drive, and intelligence. For example, the parallel between low thyroid activity and low intellectual ability is widely recognized in medical circles. A relationship between academic performance and the basal metabolic rate has been pointed out by McCurdy (3), while some investigators, concerned with reading, have cautiously indicated endocrine difficulties as a probable cause of some cases of reading failure. Robinson's comprehensive study (4) of thirty reading failures included investigation of their endocrine status, and evidence of some endocrine disturbance was found in 29 per cent. An earlier study by the present author (1), involving a comparison of 875 reading failures with 486 non-failures, disclosed a frequency of endocrine trouble of 2.6 per cent among the reading failures and 1.6 per cent among the non-failures.

The present investigation was made as a part of a continuing study of physical handicaps to learning, particularly with reference to reading. Twenty-four reading failures with endocrine dysfunction were compared with (a) a group of 100 reading failures *without* endocrine disturbance and, in the case of the medical laboratory test results, (b) a group of 100 controls and accepted medical norms for the appropriate

age levels. The age range of all groups was from five through seventeen years, and the median ages were all 10-0 years. Median IQ's fell in the normal range between 90 and 110.

The Nelson Silent Reading Test was given to both groups and the median reading grade proved to be 1.3 lower among the endocrine cases. All of the reading failures had been referred to the writer by teachers, and the chief complaints for which they were sent in for study were tabulated in an effort to see whether reading failures with endocrine disturbances might present a characteristic picture. The most frequent complaint among the endocrine cases was slowness in completing assignments in reading or involving reading, which was 31 per cent more frequent than among the non-endocrine reading failures. This is not surprising when it is known that the majority of the endocrine cases were hypothyroid, in which slow reaction time is a common feature.

The only other problems occurring at a significant frequency were small sight vocabulary, reversals, emotional reaction to reading, and total inability to learn to read. Small sight vocabulary was twice as frequent among the endocrine cases, reversals occurred at the same frequency in both groups, while emotional reactions to reading were more than three times as frequent among the endocrines, which is not too sur-

prising in view of the close relationship of endocrine function and emotion.

A fifth of the endocrine cases were total nonreaders, but all of the members of the other group were able to read to some extent, however slight. There was a wide scattering of other complaints, none with a frequency exceeding 1 per cent.

Since investigation of endocrine disorders involves a certain amount of laboratory work which is fairly expensive for the patient, it was not feasible to require endocrine studies of reading failures not presenting symptoms or signs of endocrine dysfunction, so comparisons of the endocrine group in these areas are made with 100 controls of comparable age (2).

The median birth weight of the endocrine group was one-half pound lower than that of the controls. The median basal metabolic rate was 24 units lower, while the median serum cholesterol was 14 per cent higher, which is as one would expect considering the preponderance of cases of thyroid deficiency in the group. Such cases typically present a low basal metabolic rate and a high serum cholesterol. The endocrine cases exhibited a median body temperature that was 0.6 degree lower than the average, a median pulse rate that was 10 below the lower limit of the average range, and a median respiratory rate that was 2 below the average for the median age level.

The median hemoglobin and red blood cell count were at the normal level, but there was a slightly lower

than normal median white blood count. Differential white count was not done in a sufficient number of cases to warrant inclusion.

Diagnoses with frequencies included the following: thyroid deficiency (hypothyroidism), 75 per cent; thyroid excess (hyperthyroidism), 6 per cent; pituitary deficiency (hypopituitarism), 13 per cent; and brain damage with low basal metabolic rate and endocrine symptoms, 6 per cent.

Clinically observed effects on learning in these conditions include the following. When the thyroid is deficient there is a tendency for the pupil to lose interest in his work, to appear listless, to make little effort, to feel tired, and not to work up to his mental age as determined by tests administered before the onset of the illness. A gradual slowing up is observed and, as supported by this study, assignments are often not completed. All work is done slowly; in fact, the pupil lives at a low metabolic level.

When the thyroid is overactive there is a tendency toward nervousness and high emotional tension. Work is not as likely to be poor as with thyroid deficiency, except to the extent tension may impair it.

The tendency in pituitary deficiency is for the child not to work up to mental age as determined by pre-illness tests. There is often a lack of aggressiveness and some emotional disturbance. Visual defects are not uncommon.

Numerous pathological changes occur, varying with the severity of the condition and also, in the case of

the pituitary, with the portion of the organ that is affected. The author's experience in treating such cases medically and educationally has led him to expect rather prompt and satisfactory educational responses to medication in hypothyroidism, except among cretins (marked hypothyroidism existing from birth or early infancy). Somewhat less satisfactory results are expected from the treatment of hyperthyroidism and pituitary deficiency. All cases of endocrine difficulty should be under the care of a physician.

Conclusions.—This study involves a rather small number of cases, but to the extent that it may be representative it suggests that the commonest endocrine disorder likely to be found among reading failures is hypothyroidism. Pupils with endo-

crine difficulties will tend to score lower than other reading failures on the Nelson Silent Reading Test, and presumably on other standard tests of silent reading. Such children are likely to exhibit more emotional difficulties related to reading and to present about the same frequency of reversals as other reading failures; they are also likely to be slow in completing reading assignments.

References

1. Eames, T. H. "Incidence of Diseases Among Reading Failures." *Journal of Pediatrics*, 33 (Nov., 1948), 614-617.
2. Laboratory Technics (Dept.) Laboratory Tests in Endocrine Disorders in Children. *Physician's Bulletin*, XI (July-August, 1946), 118-119.
3. McCurdy, H. G. "Basal Metabolism and Academic Performance in a Sample of College Women." *Journal of Educational Psychology*, 38 (Oct., 1937), 363-372.
4. Robinson, H. M. *Why Pupils Fail in Reading*. Chicago: University of Chicago Press, 1946.

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A Directed Reading Activity – Group Type

by RUSSELL G. STAUFFER
● UNIVERSITY OF DELAWARE

MORE AND MORE teachers are agreeing that basically reading and thinking are almost synonymous. The use of a self-selection or individualized reading approach in conjunction with the basal reader approach has helped greatly to clarify the meaning of reading. As a result teachers have been seeking a plan that spells out techniques that might be used to teach reading as a thinking process when directing a group activity.

The plan presented here is one that may be used when basal textbooks are used. By using basal books all pupils in a group have an opportunity to examine the same material and make careful, logical observations under teacher supervision.

A skilled reader differs from others because of what he does in order to read. As a result how and what he reads is different. He examines all clues available, reflects over them in terms of his experience and knowledge, and then sets purposes for reading according to his informed judgments.

As the reading is done, the reader checks what he finds against his purposes. Then he either (1) sets new purposes, (2) seeks other materials, or (3) stops reading because his purposes have been accomplished.

Certain basic principles and assumptions underlie the effective development of such a group-directed

reading activity. They may be listed as follows:

I. *Identifying Purposes for Reading*

A. Examining clues available in the

1. Title and sub-titles
2. Pictures, maps, graphs, and charts
3. Material: adjusting to information as it is read and to readability

B. Declaring purposes in terms of the

1. Reader's background of experience, intellect, language facility, interests and needs
2. Experience, abilities, interests, and needs of the group
3. Content of the material: concepts of time, place, people, number, science, aesthetics, and humor

II. *Guiding the Adjustment of Rate to Purposes and Material*

A. Skimming: to read swiftly and lightly

B. Scanning: to read carefully from point to point

C. Studying: to read and reread so as to pass judgment

III. *Observing the Reading*

A. Noting abilities to adjust rate to purpose and material

B. Recognizing comprehension needs and providing help by clarifying

1. Purposes
 2. Concepts
 3. Need for rereading (silent or oral)
- C. Acknowledging requests for help with word recognition needs by providing immediate help in the use of
1. Context clues: meaning clues
 2. Phonetic clues: sound clues
 3. Structural clues: sight clues
 4. Glossary clues: meaning, sound, and sight clues
- IV. *Developing Comprehension*
- A. Checking on individual and group purposes
 - B. Staying with or redefining purposes
 - C. Recognizing the need for other source material
 - D. Developing concepts
- V. *Fundamental Skill Training Activities: discussion, further reading, additional study, writing*
- A. Increasing powers of observation (directed attention)
 - B. Increasing powers of reflection by
 1. Abstraction: reorganizing old ideas, conceiving new ideas, distinguishing between ideas, generalizing about ideas, and making inductions and analyses
 2. Judgment: formulating propositions and asserting them
 3. Reasoning: inferring and demonstrating, and systematizing knowledge deductively
 - C. Mastering the skills of word recognition: picture and language context, analysis, phonetic and structural analysis, and dictionary usage
 - D. Developing adeptness in the use of semantic analysis: levels of abstraction, shifts of meaning, referential and emotive language, definite and indefinite terms, and concept development.

What RESEARCH Says to the Reading Teacher

BY

AGATHA TOWNSEND

*State Teachers College
Kutztown, Pennsylvania*

Research in the IRA—Part 3

The annotations included this month constitute the final installment of the summary of research conducted by IRA members during 1957-58. Previous reports based on materials submitted to the Committee on Studies and Research appeared in *THE READING TEACHER* for December, 1958, and February, 1959.

ALTMAN, DOROTHY R. R. D. #1, Wurtsboro, N. Y. Conducted a summer remedial reading group for Grades 4-6 to discover reading disabilities and seek classroom conditions which might help to prevent them and/or correct them. Results indicate that phonic skills have been fairly well developed but reading comprehension is low.

ASPDEN, MABEL. Reading Consultant, Spokane County Schools, Court House, Spokane 1, Wash. To discover whether an opportunity to see the wrong words and correct words side by side can prevent miscalling during oral group reading.

BAILY, BEVERLY. 850 West High St., Lima, Ohio. One class of about 30 pupils being studied over two-year period from Grade 1 through Grade 2 to discover relationship between personality adjustment and reading success. Group has now com-

pleted Grade 1. There seems to be a positive relationship between adjustment and reading achievement.

BAILEY, MABEL. 1640 Beverly Hills Dr., Euclid 17, Ohio. Program to increase interest in reading of 4th grade children with reading problems. At the end of each basic reader unit children went to library to select book for free reading. Library books then taught like basic readers. Pupils' enjoyment of reading much increased.

BROWN, GRACE M. Reading Consultant, Ridgewood Public Schools, Ridgewood, N. J. Reading class initiated to challenge superior high school students through development of advanced skills. Emphasis placed on vocabulary, comprehension, appreciation, evaluation, and speed. Program to be continued this year and extended to include qualified sophomores.

CRAWFORD, L. LUCILLE. 912 44th St., N.E., Canton 4, Ohio. Homogeneous grouping for reading classes to help each child read better and help readers gain more than in heterogeneous grouping.

DELLWO, JOHN V. Prior Lake, Minn. Standardized reading test administered to sophomores in vocational high school during school year

1956-57. Study, which is still in process, concerns student drop-out rate and achievement records of pupils ranking below 15th percentile on reading test. Preliminary findings indicate high drop-out rate at end of each year and heavy distribution of ratings of C and below. Survey to be repeated to discover effect of developmental reading curriculum now available in school system.

DRAMER, DANIEL S. 261 East Seaman Ave., Freeport, L. I., N. Y. Pilot study of 24 pupils confirms hypothesis that emotionally disturbed 3rd graders read aloud significantly less well when they read family-loaded material from basal texts than they do family-free material of equal difficulty. Further study will involve about 150 pupils.

DURR, WILLIAM K. Michigan State University, East Lansing, Mich. An experiment to determine the difference in student achievement in literary interpretation and appreciation and reading as a result of developmental reading program in 10th grade literature classes. Significant difference in favor of experimental groups in general reading comprehension, directed reading, and word meaning.

EAST, J. K. Director of Instruction, Harry County Schools, S. C. Study to be completed during 1961-62 to determine the value of reading classes in Grades 7-12.

FRIEDMAN, ROBERT. Suite F, 10640 Santa Monica Blvd., Los Angeles 25, Calif. In process of surveying literature to determine what work has been done in teaching

reading to autistic children.

GLASS, GERALD G. 8 Bennett Ave., Patchogue, N. Y. To find the extent of the relationships between certain selected variables and rate of reading, and the effect upon a person's potential to improve in reading rate due to training. Variables include: vocabulary, rate of perception, compulsiveness, drive, academic achievement, speed of closure, and flexibility of closure.

GREGORY, H. T. Landfall Workshop, Blanford, Conn. To determine effectiveness of tachistoscopic work with pupils in Grades 5 to 9. No evidence that tachistoscope helps.

HAGIN, ROSA A. Supervisor of Special Services, Irvington Public Schools, Irvington, N. J. To investigate language factors which might be related to retardation in reading. Subjects, 30 retarded readers and 30 non-retarded readers, 8 to 14 years of age, all of whom were diagnosed as behavior problems. For these subjects retardation in reading was found to be associated with inadequacy in dealing with other areas of the language arts.

HAYNES, LEVELLE. 114 Homer Rd., Minden, La. A study to determine whether reading readiness activities really affect reading achievement in the 1st grade. Tentative findings seem to show no significant difference in achievement for control and experimental groups.

HERBERT, JOHN. 113 Stewart Ave., Ithaca, N. Y. Study of 5th and 6th graders to determine what personality factors make for good judgment of children's own perform-

ance; and how well intelligent grade school children can compare their own performance with that of their peers in the absence of external standards.

HUSEN, TORSTEN. Institute of Educational Research, University of Stockholm, Ralambsvagen 24, Stockholm 34, Sweden. To give a more accurate description of demands put on citizens in our present society with regard to reading efficiency, 3900 adults aged 18 to 25 tested for reading achievement, in cooperation with Swedish industry. Demands put upon employees as to reading described in concrete terms. Leisure time reading, activities studied through interviews.

JUNKEN, ELIZABETH M. Morrow Educational Center, 480 Next Day Hill Dr., Englewood, N. J. Use of diagnostic techniques in controlled situations with pupils in Grades 2-5 to compare results in achievement between pupils with individual or small-group therapeutic tutoring and those without. Evidence thus far indicates progress as result of therapeutic tutoring.

KLEIN, ALFRED B. Secondary School Reading Consultant, West Avenue School, Norwalk, Conn. Development of group reading tests designed to cover majority of reading problems occurring in Grades 4 to 12. Expect to obtain pattern of reading skill deficiencies and strengths through screening of large school population. Will endeavor to correct deficiencies through curriculum. Preliminary findings show specific skill deficiencies (such as word structure analysis) common to almost all grade

levels, while others appear common only to certain grade levels.

LEY, MARCITA. 153 S. Ottawa St., Joliet, Ill. Experimenting with homogeneous grouping for reading classes in Grades 4-6 in one school. Also trying out new reading series in four other elementary schools.

MCCRACKEN, ROBERT A. Reading Laboratory, Ball State Teachers College, Muncie, Ind. To examine effect of controlling reading difficulty of passages through use of readability formulas on comprehension of 5th and 6th grade pupils. Pupils chose simply written article as easiest to read, although most earned higher comprehension scores on test covering material in more difficult passage.

MCCREARY, RUTH. Reading and Curriculum Supervisor, Wooster City Elementary Schools, Wooster, Ohio. Has available a summary of reading program for Grades 1-7 instituted in the Wooster City Schools in 1950.

MCDONALD, E. G. Superintendent of Schools, Westlock, Alberta, Canada. Homogeneous grouping in Grades 1-6, three levels in each grade, with enrichment and possible acceleration of some in top level. Program initiated to give pupils greater chance to achieve potential.

MCKUNE, ESTHER J. 75 Center St., Oneonta, N. Y. Questionnaire study of college freshmen in two state teachers colleges to determine procedures used in studying social studies. Immediate and delayed recall tests administered. Responses of top and bottom 27 per cent, according to academic achievement, also compared. Most frequently used procedure was underlining during

single reading, while written summary was found least frequent procedure. No marked difference between high and low achievers in variety or frequency of procedures used. Underlining not significantly more effective than other procedures in retention of important ideas.

MERSAND, JOSEPH. Jamaica High School, 168th St. and Gothic Drive, Jamaica 32, N. Y. A study of 40 gifted 11th graders to determine ways of enriching outside reading. Results to date indicate certain common environmental factors such as plentiful supply of books in the home, financial ability to buy books, and friendly relationship with parents.

MOE, IVER L. Reading Consultant, State University Teachers College, Cortland, N. Y. Found auding ability, or ability to hear, understand, and interpret spoken language, an excellent predictor of success in 1st grade reading achievement as measured by standardized tests.

MURRAY, L. L. College of Education, University of Florida, Gainesville, Fla. Interviews with elementary school teachers to determine the effect of double session schools on reading achievement in areas near military bases in which local schools must enroll children from the base.

PURCELL, JOHN WALLACE. 1143 Hinman Ave., Evanston, Ill. Study of the relative importance of twelve causes of reading retardation based on self-diagnosis of 218 college and adult students enrolled in reading improvement courses. Results thus far indicate the following rank order of poor reading habits: (1) word-by-word reading, (2) backtracking,

(3) vocalizing, (4) daydreaming, (5) monotonous plodding, (6) word blocking.

ROBERTS, DODD E. 106 South Tenth St., Columbia, Mo. To evaluate the effect of an oral-visual presentation of a verbal group test of intelligence on a group of selected 7th grade pupils reading at various levels of achievement. Oral-visual presentation gives significantly higher IQ than conventional presentation.

ROGERS, WILMA S. Instructional Materials Center, 1212 East Lincoln Way, Auburn, Calif. To determine the effect upon children of guidance values found in free reading. Also to gain reaction of teachers involved in guidance through literature. Changes in group and individual behavior noted.

ROSE, ERVIN. 117 West 13th St., New York 11, N. Y. To discover relationships among skills of reading and listening comprehension as measured by standardized tests. Findings indicated low to significant relationship among skills tested, although level of intelligence can significantly affect relationships.

SARTAIN, HARRY W. Roseville Schools, 1261 Highway 36, St. Paul 13, Minn. Study to determine effect of use of workbooks on reading achievement of 3rd grade pupils classified as poor readers and average or better readers. Comparisons of growth of control and experimental groups all favor use of workbooks, but results were statistically significant only for poor readers in the area of vocabulary.

SARTAIN, HARRY W. Roseville Schools, 1261 Highway 36, St. Paul

13, Minn. Investigation at second grade level of effectiveness of "individualized reading" method as compared with method of basic reading in ability groups plus extensive supplementary reading.

SCHOWENGERDT, RUTH. Eastwood Hills School, 2290 Sycamore, Kansas City, Mo. In case of failure in a primary grade, do children profit more from repeating first or second grade? Results this far indicate that children who repeat Grade 2 show two-tenths of a point greater gain than do the pupils who repeat Grade 1.

SUTPHIN, FLORENCE E. Helping Teacher, Monmouth County, 413 6th Ave., Asbury Park, N. J. To have the State Board of Education see the need for certification of read-

ing teachers. A survey of the thinking of 120 teachers indicated that all but one agreed that certification is necessary to improve the teaching of reading in special classes.

TAYLOR, ISABEL. Reading Consultant, Patchogue Schools, Patchogue, N. Y. Has prepared a bibliography of children's verse for use in elementary school libraries.

WILLIAMS, MABEL. 3748 T St., Sacramento 16, Calif. Describes remedial program employed with 5th and 6th graders to improve reading abilities of children of high or normal intelligence with reading retardation of two or more years. Also cooperating with California Department of Education in determining relationship between emotional disturbances and reading achievement.

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What Other Magazines Say About READING

BY

MURIEL POTTER LANGMAN

Hawthorn Center, Northville, Michigan

TOBARLET, B. E. "Poor Readers and Mental Health." *Elementary English*, December, 1958.

Two fifth-grade groups in the Baton Rouge, Louisiana, public schools were compared. Every fifth-grade child in the school system who was reading at grade 3.5 or below, and whose IQ was 86 or above (on a test not specified) became a subject in the Retarded Reader group. A group of Average Readers was selected at random from among fifth graders reading at or slightly above fifth-grade level. Both groups were given the Mental Health Analysis published by the California Test Bureau, the questions being given orally to the Retarded Reader group. A simple sociometric test was also used with both groups.

The areas measured by the Mental Health Analysis are: behavioral immaturity, emotional instability, feelings of inadequacy, physical defects, nervous manifestations, close personal relationships, inter-personal skills, social participation, satisfying work and recreation, and adequate outlook and goals. All differences between the groups were in favor of the Average Reader group except for Physical Defects. In the results of the choice-of-friends (sociometric) question, the number of times each Retarded Reader was

chosen by his classmates was significantly lower than the number of times each Average Reader was chosen.

The investigator concludes that insofar as poor mental health seems to be found to accompany reading retardation, all remedial reading instruction should be based upon the principles of good mental health as well as upon the needs of children to acquire word attack and comprehension skills.

WITTY, PAUL A., and SIZEMORE, ROBERT A. "Studies in Listening: I. Relative Values of Oral and Visual Presentation." *Elementary English*, December, 1958.

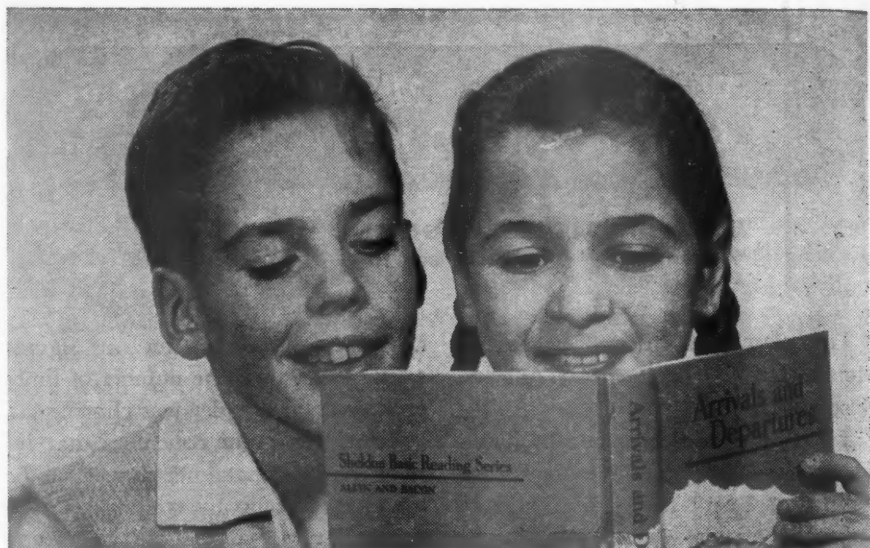
This article, the first of three, describes in detail relevant research from 1892-1953 and provides a wide-ranging bibliography. In summarizing, the authors find that they support methodology developed empirically.

CANFIELD, ROBERT. "Approaches to Listening Improvement." *Elementary English*, December, 1958.

Here are some suggestions and examples for teaching listening comprehension—brief, clear, and practical.

ROGERS, MELVIN L. "For Puerto Rican Pupils: Crash Program in Reading." *Elementary School Journal*, November, 1958.

This brief article describes the problems now existing in the New York



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City schools because of the increasing number of Puerto Rican children in the school population. These children frequently enter school without any knowledge of English, or just the sketchiest, and because of their inability to respond to tests of intelligence in English, are classified as below IQ 85. Thus they are automatically barred from remedial reading classes.

There is no question about the importance of this problem, for the children and for the schools. The fact that it is not a new one, but has existed in lesser degree since the 1930's, makes the existence of educational lag all too apparent.

KASDON, LAWRENCE M. "Early Reading Background of Some Superior Readers Among College Freshmen." *Journal of Educational Research*, December, 1958.

This article is adapted from the author's doctoral dissertation, completed at Stanford University in 1955. Fifty superior readers, college freshmen, were recruited from nine institutions in the Los Angeles area. All subjects had scores at or above the 97.5 centile point on Type II of the Speed of Comprehension Scale of the Cooperative English Test, C2; Reading Comprehension, Form Y. Interviews were used to obtain answers to the following questions: Did you know how to read before entering first grade? If so, how did you learn to read? Responses were analyzed, and a number of individual responses reported and commented upon.

Of the subjects, 54 per cent replied that they could read before entrance to first grade, 28 per cent could not, 18

per cent could not remember. Of those who reported they could read before first grade entrance, eighteen said they were taught by someone in the family. Only one student reported that he had had difficulty in learning to read. Some students gave suggestions to account for their reading proficiency, while others were unable to do so.

The investigator's purpose was to attempt to answer the question: Can *giftedness* in reading be identified early in a child's life? He concludes that the data do not supply a definite answer. About half of the superior readers were able to read before entering first grade; curiosity about the contents of books, interest stimulated by members of their families, and, in only a few cases, the influence of a teacher, are suggested by these students as being reasons for their efficiency in reading. Forty per cent of the subjects attributed their reading ability to the fact that they read a great deal.

An area of interest to this reviewer is the fact that so few college students remember "how" they learned to read. In Dr. Kasdon's article the question "how" is responded to, he reports, by answering *who* taught them or *why* they learned or by "don't remember" answers. This is consistent with the reviewer's experiences with the students, college juniors, in her reading methods classes. This is in sharp contrast to the reviewer's own pleasant experience in learning to read, but the reviewer also remembers children in her class who wept because they could not read "their" sentences as reading went round the room. Can it be that recollections of learning to read are so

painful they have been repressed?

LETSON, CHARLES T. "Speed and Comprehension in Reading." *Journal of Educational Research*, October, 1958.

Dr. Letson's article, based on his doctoral thesis completed at Boston University School of Education, discusses first some of the misunderstandings and confusions that have arisen in the measurement of the speed-comprehension relationship. The misconception that speed and comprehension are so highly correlated as to make scores on the two traits almost interchangeable has been causing trouble in reading methods for many years. Dr. Letson reviews and summarizes relevant studies of the last twenty years which disprove this relationship.

The purpose of the present study was to measure reading rate in relation to two factors: the difficulty of the material being read, and the purpose for which it is being read. An experimental design was constructed to eliminate some weaknesses found in earlier studies. Subjects were 601 college freshmen. Dr. Letson found that, with easy material, correlations between speed and comprehension were positive and rather high. He points out that when the number of rights is used as the comprehension score, the correlation between speed and comprehen-

sion is usually high; but when the percentage of rights is the score used, there is little relationship between speed and comprehension. While many fast readers are good comprehenders, a relatively small group of fast but inaccurate readers distorts the relationship.

Some of the findings of this study are as follows: Speed in reading easy material correlates very highly with speed of reading difficult material. This seems to indicate that a reader tends to maintain a consistent reading speed whether the material is difficult or not, and regardless of the purpose of his reading. As material becomes more difficult, the correlation between rate and comprehension decreases. Among his conclusions Dr. Letson suggests that the test intended to measure reading speed should be made up of materials making little demand on intelligence or prior knowledge. To strike a balance between rate and comprehension the constructor of a test must use the purpose of the test as a criterion.

GRAY, WILLIAM S. "New Approaches to the Study of Interpretation in Reading." *Journal of Educational Research*, October, 1958.

Dr. Gray reviews a number of studies in this field and points out the recent successful use of introspection and retrospection as methods of studying interpretation of reading materials.

Interesting BOOKS for the Reading Teacher

BY

HARRY T. HAHN

Oakland County Schools, Michigan

New Factual Books for Young Readers

It is evident that many young people find facts far more exciting than fiction. This is particularly true when the authentic accounts are written in exciting prose and illustrated simply and graphically, holding the reader's attention throughout the book. Many of the new books released this past year show that publishers recognize the eagerness with which young people seek answers to questions about current happenings as well as those of the past.

BRANLEY, FRANKLYN M. *A Book of Satellites for You*. Illustrated by Leonard Kessler. New York: Thomas Y. Crowell, 1958. Pp. 48. \$3.00.

This excellent space-age primer gives young readers a lively explanation of man-made satellites and an introduction to the space world of today and tomorrow. In simple words and appropriate illustrations it describes the satellites already launched and speculates regarding those which will be sent into space in the years to come. The text provides direct answers regarding the purposes of satellites and what we hope to learn through their use.

MOODY, RALPH. *Riders of the Pony Express*. Illustrated by Robert Riger. Boston: Houghton, Mifflin, 1958. Pp. 183. \$1.95.

The brief but fascinating history of the Pony Express is revealed in this splendid authentic account of the bold young riders and the sturdy horses they rode. It is essentially a personal story of an endurance contest for men and horses who carried the mail during 1860 and 1861 two thousand miles in ten days and nights. Children are certain to enjoy the vivid descriptions of the hazards which each rider faced.

COLBERT, EDWIN H. *Millions of Years Ago, Prehistoric Life in North America*. New York: Thomas Y. Crowell, 1958. Pp. 153. \$2.75.

In this unique book a famous paleontologist takes his young readers on a fossil hunt and shows them how he uses the tools of his profession to uncover vital information of life on this continent millions of years ago. Boys and girls will develop an appreciation for the discoveries of the scientist and imagine, with the author, how animals and man must have lived long ago. While the author does not hesitate to use scientific terms to describe the ancient land dwellers, the terminology does not interfere with the readability or attention generated by the text.

PIPER BOOKS. A new biography series for grades 4 to 6. New York: Houghton-Mifflin, 1958. Pp. 190 (approx.). \$1.98.

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The authors have diligently compiled facts and information about each of these great men. Around these facts each author has woven a story emphasizing the childhood and adult life of these leaders. For children who enjoy reading about the lives of American heroes these books present challenging standards of living. In the back of each book is a personal note to the reader from the author explaining why he chose that particular person, and the way in which he went about gathering authentic material upon which the story is based. This addition to the book offers the children a glimpse into the processes involved in compiling a biographical account.—RAY. F. MID-
DLETON.

Resources for the Reading Teacher

SPACHE, GEORGE D. *Good Reading for Poor Readers*. Champaign, Ill.: Garrard Press, 1958. Pp. 168. \$2.50.

In recent years a number of useful professional guides to books and educational materials which would appeal to the retarded reader have been published. Very few, however, are as complete or informative as this handbook prepared by Dr. Spache and his staff. Essentially, this paper-bound text is a revision of an earlier work published

independently by the author a few years ago.

The author states that he has made an attempt to pool the experiences of many teachers and clinicians who have constantly searched for appropriate materials for the reluctant reader. He started with an extensive bibliography prepared as far back as 1941 and has added most of the useful materials published since that time.

The annotated materials in this resource contain references to trade books, simplified texts, textbooks, workbooks, games, magazines, series books, newspapers, and book clubs. The trade books are organized in general interest categories. The interest and readability levels are indicated through the use of the Dale-Chall or Spache readability formulae.

In this new book Dr. Spache devotes the first four chapters to the analysis of the factors which influence reading interest. Psychological factors and those inherent in the physical structure of a book are considered in detail. He also discusses the advantages and limitations of various estimations of readability. A critical review of the research in these areas is provided.

Another feature of this book is the presentation of the Spache Readability Formula used to estimate the reading levels of books for elementary grades. Instructions for applying the formula, together with charts and scales, are carefully presented.

SPACHE, GEORGE D., and BERG, PAUL C. *Faster Reading for Business*. New York: Thomas Y. Crowell, 1958. Pp. 298. \$3.95.

This handbook was designed for the

adult in business and professions to help him become a faster and more effective reader. However, it also has a very meaningful content for teachers as it deals with five basic reading skills—perceiving, skimming, reading rapidly for ideas, scanning, and reading to evaluate all kinds of propaganda.

Dr. Spache and Dr. Berg, with experience as psychological consultants to management and as directors of university reading clinics, have much meaning to bring to the realistic materials they present in their text. The manual is authoritative and modern and should meet the purpose for which it was designed, "to help the reader help himself."—GLADYS B. LUPTON.

A Panacea for All

TERMAN, SIBYL, and WALCUTT, CHARLES CHILD. *Reading: Chaos and Cure*. New York: McGraw-Hill, 1958. Pp. 285. \$4.75.

More than 25 per cent of the children who start school this fall will develop reading problems before they reach high school. This "chaos" is caused by the methods being used to teach reading skills in 90 per cent of our nation's schools. The "cure" is readily available in a simple phonics program which would relieve most of our educational problems within a year. This contentious book was written to document these conclusions.

Through this text a remedial reading teacher and an English professor join Dr. Rudolf Flesch in the crusade for a more systematic phonics program in the primary grades. They contend that the teaching of reading is ridiculously easy by the method they suggest,

and they endeavor to show that those districts which have adopted a phonics program have practically no reading problems. It is interesting to note that the authors are far more optimistic and enthusiastic about specific phonic systems than are some of the book salesmen who represent the companies offering the recommended programs.

After presenting a grim picture of why many young people will continue to experience reading problems, the authors find comfort in the belief that "... statistical evidence of the importance of phonics in the whole educational process is accumulating so rapidly that a drastic change for the better is now inevitable." They cite specific school districts in which this evidence is found.

In the final chapter, the writers present their own phonics program as a guide for teachers and parents.

Conference Notes

FIGUREL, J. ALLEN, Editor. *Reading for Effective Living*. International Reading Association Conference Proceedings, Volume 3. New York: Scholastic Magazines, 1958. Pp. 208. \$2.00.

Are we truly in "The Twilight of the Printed Book"? This question, even though a rather "scarehead" one, is present as a chilling undertone in the general discussion of the conference theme. The implications of the impact of technology upon our concepts of reading pervade both keynote addresses.

As if in immediate response to the keynoters' challenging statements, a dazzling array of professionals present cogent analyses of current problems and make recommendations for action.

Human potentialities for development are considered in relation to changing human values and realistic purposes for reading. Successful authors suggest how appealing books may be created. Effective classroom organization and valid skill-building materials are explored. The causes of reading disability are re-examined, and a new theory of the physiological basis of reading disability emerges. Then, special aspects are dealt with, such as parent orientation, vocabulary development, mechanical aids, and help for the gifted.

This conference report may be prophetic of What Will Come and What We Must Do. It is thought-provoking and "loaded" with practical considerations, for among its contributors are some of the outstanding practitioners and research persons of our time.—
RICHARD ELDER.

ROBINSON, HELEN M., Ed. *Evaluation of Reading*. Proceedings of the Annual Conference on Reading Held at the University of Chicago, Vol. XX. *Supplementary Educational Monographs*, No. 88. Chicago: University of Chicago Press, 1958. Pp. 208. \$3.50.

Opening addresses by Ralph W. Tyler and William S. Gray set the dimensions of the twenty-first annual conference. The term *evaluation* is viewed as a "process involving educational objectives, educational tests and measurements, the appraisal of the learner's characteristics, and the assessment of learning conditions." Dr. Gray presents four broad objectives of an over-all reading program.

The major speeches of over forty of the participants are included in the

volume. A nice balance is achieved between the presentation of the research frontier, as in George D. Spache's "Estimating Reading Capacity" and the presentation of the practical application of research findings to the classroom situation.

Evaluation of Reading concludes with an able summary by Editor Robinson and a valuable review of the noteworthy books published since the 1957 reading conference. — EDWARD HENDERSON.

A New Basic Textbook

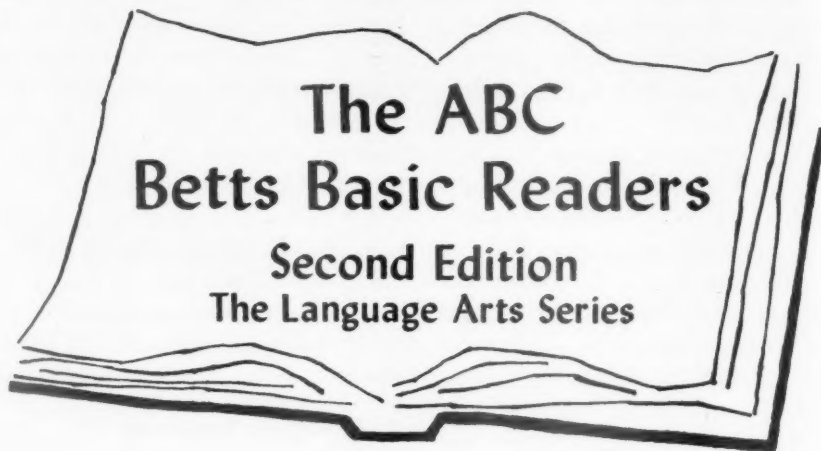
DAWSON, MILDRED A., and BAMMAN, HARRY A. *Fundamentals of Basic Reading Instruction*. New York: Longmans, Green, 1959. Pp. 304. \$4.25.

In a practical and condensed volume the authors have included the essential knowledge a teacher needs to successfully teach reading. For the inexperienced teacher, this work, if followed carefully, could insure success and for the experienced teacher, recall the basic principles of reading instruction and promote teacher growth.

The book is so organized as to present a modern reading program applicable to most school situations. The basic principles and research findings included are sound and taken from the vast knowledge and experimentation of leading educational experts in the field of reading.

Although the book is not exhaustive in content, it would be adequate as a basic text for students preparing for the teaching profession.—RAMON C. COBBS.

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THE CLIP SHEET

Mary Elisabeth Coleman

University of Pennsylvania

Paperbacks

More and more English teachers are making use of paperbacks. The teachers are conscious of the problems involved in the use of these books, but may not be aware of the problems the publishers face.

A summary of a discussion among five representatives of leading paperback publishers includes points about difficulties of distribution, the margin of profit, reprint rights, selection of titles, format and covers. One of the hopes expressed was for improved communication between teachers and publishers. A step toward that goal is: "Problems in Paperback Publishing," edited by David Zamchick, in the *English Journal*, XLVII (December, 1958), 562-565.

A central service for obtaining paperbooks for schools is offered by one of the Scholastic Book Services. Three hundred selected and annotated titles are given in their catalogue. Most of these were selections of the Teen Age Book Club, for junior high school and senior high school students; and the Arrow Book Club, for grades four, five and six. A copy of the catalogue may be obtained from Readers' Choice, 33 West 42nd St., New York 36, N. Y.

Library Additions

Margaret B. Parke, known to

many readers through her articles on spelling, has compiled a new picture dictionary, illustrated by Cynthia and Alvin Koehler. The dictionary contains 320 entry words and 83 derivatives, plus other common words used in sentences. It contains the 220 Dolch sight words. The user gains the meanings of the entry words through colored pictures and accompanying sentences. Guided study of this dictionary would be particularly helpful for children who have difficulty in gaining meaning from picture and sentence context. The book could be used for general browsing in first grade, as a source of reference for the spelling of words in free composition in second grade, and for directed study of meaning and context in third grade. Margaret B. Parke, *Young Readers' Color-Picture Dictionary for Reading, Writing and Spelling*. New York: Grossët & Dunlap, 1958. \$1.95.

A second edition of *Wonderful World for Children* is on the bookstands. Bringing up to date the earlier book, it lists sources of free or inexpensive materials for children's activities. Although the book is designed for parents, teachers will want to consult it too. Peter Cardozo, *Wonderful World for Children*, Second Edition. Bantam Books, 24 West 45th St., New York 36, N. Y. \$0.35.

High School Reading

The National Council of Teachers of English has reprinted five articles from the *English Journal*. The chapters are contributed by M. Agnella Gunn, Margaret J. Early, Constance M. McCullough, John J. DeBoer, and Helen J. Hanlon. The booklet provides a careful and up-to-date review of research, current practices, and teaching materials. The extensive bibliographies are a valuable reference list. The articles are particularly helpful to the high school English teacher who finds himself responsible for reading instruction, but has had little formal preparation. *What We Know About High School Reading*, prepared by the National Conference on Research in English, National Council of Teachers of English, 704 South Sixth St., Champaign, Ill.

Library Conference

The new standards for school libraries (1959) will receive special attention at the Twenty-fourth Annual Conference of the University of Chicago Graduate Library School, August 10-12, 1959. The general topic is "New Definitions of School Library Service." Problems of the elementary and secondary schools will be discussed. Further information may be had by writing to Miss Sara I. Fenwick, Conference Director, Library School, University of Chicago, Chicago 37, Ill.

Children's Book Caravan

Schools who have welcomed Mrs. Ruth Tooze and the Children's Book

Caravan will follow with interest her experiences for the next two years. Under the auspices of the International Cooperation Administration of the State Department, Mrs. Tooze is journeying to Cambodia as a consultant in planning books for their elementary education program.

The Children's Book Caravan will continue in this country. Inquiries about obtaining the book exhibit or the 1958-59 lists should be addressed to Mrs. W. M. Galloway, Children's Book Caravan, 810 Ingleside Place, Evanston, Ill.

Golden Books

Golden Press, Inc., is a new publishing company which has acquired the Giant Golden Book and Little Golden Book titles formerly published by Simon and Schuster. The new company is a subsidiary of Pocket Books, Inc. There are about a thousand existing book titles. Currently Golden Books are published in thirteen languages. Since the first books in 1942, almost a half-billion Golden Books have been sold in the United States and in Canada, in addition to the wide distribution of foreign language editions.

Book Evaluations

Are you acquainted with *Junior Reviewers*? This monthly journal offers both articles from people active in the field of children's books, and book reviews. The unique feature of the reviews is that two reviews are given for each book: one by a member of the adult editorial board

and one by a Junior Reviewer, whose interests and age are appropriate to the book. The reviews are classified for Nursery and Kindergarten; Grades 1, 2 and 3; Grades 4, 5 and 6; Junior High School and High School. Since the Junior Reviewers' reports are in their own words, children in your classes are likely to find them more useful than the usual review written by adults. *Junior Reviewers*, 11 Eaton Court, Wellesley Hills 82, Mass. One year \$4.50; two years \$6.50; foreign (including Canada), additional \$1.00.

About Books

A list of books and pamphlets about children's books and reading has been prepared for the New Jersey Congress of Parents and Teachers by

a division of the Newark, New Jersey, schools. In addition to its annotated list, the publication has an explanatory and descriptive discussion of the individualized reading program. *Suppose Every Child Could Read!* Board of Education, Department of Libraries and Audio-Visual Education, 31 Green St., Newark 2, N. J. \$0.50.

Parent Education

A film for parents and teachers on word recognition techniques shows approaches to word recognition by using various types of clues. *Gregory Learns to Read*. Sound, black and white. 28 minutes. Audio-Visual Materials Consultation Bureau, College of Education, Wayne State University, Detroit 2, Mich.

NEW PUBLICATIONS

INDIVIDUALIZED READING INSTRUCTION (1957)

With papers by Albert Harris, Guy Bond,

Anne McKillop, and others.....\$2.00

DIRECTING READING AS A THINKING PROCESS (1958)

With papers by Irving Lorge, Nila B. Smith,

Jerome Bruner, and others.....\$2.00

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The above listed proceedings of Annual Education Conferences held at the University of Delaware may be obtained by writing to the UNIVERSITY BOOKSTORE, University of Delaware, Newark, Delaware.

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COUNCIL NEWS

LaVERNE STRONG

Connecticut State
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To All IRA Councils

May is "Round-Up" time for all IRA Councils. It brings both the conclusion of this year's activities and the planning ahead for 1959-1960. Election of officers and collection of dues rank first, but do not overlook the appointment of a publicity chairman who will send your news *in advance* to the organization chairman, Dr. LaVerne Strong, State Department of Education, P. O. Box 2219, Hartford, Connecticut. Be sure to send in your news before school closes this year.

To Form a New Council

To form a new council, please write to the organization chairman and helpful materials will be sent you. All Canadian inquiries should be addressed to Mr. Clare B. Routley, Department of Education, Toronto, Ontario, Canada. All Australian inquiries should be addressed to Miss May Marshall, Teachers' College, Claremont, Western Australia.

The Organization Committee

The Organization Committee here in the United States is composed of a chairman for each state. When all acceptances have been received, each council will be informed of the state chairman to whom they can look for assistance in program planning, suggestions for speakers, organizing

reading workshops, conferences, and other council business.

Salute to New Councils

Florida leads with three new councils: *Brevard County Council*, President, Mr. Earl Fender, Merritt Island, P. O. Box 98; *Daytona Beach Area Council*, President, Miss Margaret Green, P. O. Box 1111; *Columbia County Reading Association*, President, Mr. James R. Montgomery, P. O. Box 866, Lake City. Canada's newest council is the *County of York*, President, Mr. Duard Rose, MacKillop Public School, Richmond Hill, Ontario. Michigan's newest council is the *Ottawa County Chapter*, President, Mrs. Birdena Lyttle, Route #1, West Olive.

New York with its fourteen councils leads all other states. Ohio is second with thirteen councils.

Cooperative Programs

Recognition of IRA was evidenced through the joint sponsorship of a meeting at each of the following national conventions. IRA and the National Council of Teachers of English presented "Teaching Reading as a Thinking Process" at the NCTE meeting in Pittsburgh on November 28. IRA and the National Council of Social Studies presented "Reading in the Social Studies" at

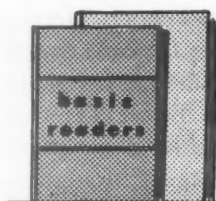


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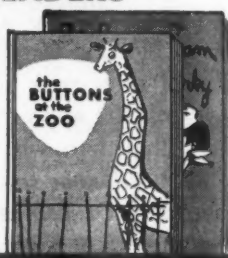
BALANCED?



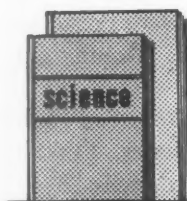
... with Basic Readers supported by
high interest **SUPPLEMENTARY READERS**



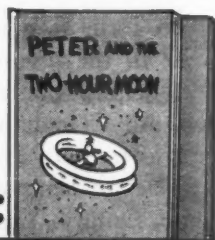
While they learn to read from Basic Readers let them further develop their reading skills through practice, and experience reading enjoyment through easy-to-read Supplementary Readers.



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the NCSS meeting in San Francisco on November 29. IRA and the National Science Teachers Association presented "Basic Skills Needed to Read Science Materials" in Atlantic City on April 2. A series of meetings was held in Atlantic City during the meeting of the American Association of School Administrators, co-sponsored by IRA and AASA.

The *Chicago Area Council* co-sponsored with the University of Chicago a series of four evening lectures: "World Progress in Teaching Children to Read," Dr. William S. Gray; "How Reading Clinicians Handle Children's Reading Problems," Dr. Helen M. Robinson; "How Schools Deal with Children's Reading Problems," Dr. Ellsworth S. Woestehoff; "Psychoanalytic Insights into Reading Problems," Dr. Robert Westfall. Dr. Daniel L. Hefted, University College, was the coordinator.

The *Delaware Valley Reading Association of Pennsylvania* cosponsored a program during the annual Schoolmen's Week in Philadelphia, featuring Dr. Albert J. Harris, who discussed "Controversial Issues in the Teaching of Reading." The association was also cosponsor of a program at the Sixteenth Annual Reading Institute at Temple University in which Dr. Laura Zirbes and Dr. Gerald Yoakam spoke on "Different Approaches to Reading Instruction."

The *Shasta Reading Council* of Redding, California, cosponsored with Mrs. Lucy Hunt, Superintendent of Shasta schools, a reading workshop entitled, "Exploring with

Books." Following the keynote presentation by Mrs. Kenneth Learned, Retired State Chairman on Reading, California Congress of Parent Teachers' Association, sectional meetings discussed, "Discovering Character Through Books." The Fourth Annual Book Week Tea concluded the meeting.

The fall meeting of the *Wisconsin Intermediate Council* was held in conjunction with the Eleventh Annual Reading Conference at the Cardinal Stritch College in Milwaukee. The theme, "Efficient Classroom Reading Instruction," was interpreted through demonstrations, panel discussions, and speeches by Dr. Helen Murphy of Boston University and Dr. Mary Austin of Harvard University.

The *Midwest Reading Association of Nebraska* held its first meeting in conjunction with the Fall Reading Conference conducted by Omaha University. The theme was individualized reading, and Dr. Goins of St. Paul, Minnesota, was the guest speaker and demonstrator.

The *Minnesota Reading Association* held its first meeting in conjunction with the biennial meeting of the Minnesota Education Association. Dr. William S. Gray and Dr. Guy Bond were the keynote speakers. Dr. Gray spoke on "The Teacher's Role in Group and Individual Instruction in Reading," and Dr. Bond presented "The Teaching of Reading in Other Countries."

Outstanding Newsletters

The *Minnesota Reading Associa-*

tion Newsletter, Volume 3, Number 1, presents: "The President's Message," by Alton L. Raygor; "MRA—What Is It?" by Miss Adeline Haaland, Membership Chairman; the announcement of the Annual Meeting; committee reports; an account of the recent forming of the *Southeastern Minnesota Reading Council*; "In the Literature," by Doris Gunderson; "Professional Contributions," by Leonard Martinetto; and "Some Thoughts About the SRA Reading Laboratory," by Brother Leonard Courtney, President of the new *Southeastern Reading Council*.

The *Gerald A. Yoakam Reading Council* of Pittsburgh initiated their *Newsletter*, Volume I, Number 1, with the title, "Books, Authors, Artists, Children! They All Belong Together." Included within were: an excellent program for the year; an editorial by the editor, Sara G. Byers; "Visual Screening and Certain Aspects of Child Development," reported by Dr. Donald L. Cleland; "Have You Read?"—six professional books in reading and related fields; "How About Phonics?"; "Ready to Learn to Read," by Marion Underwood; excerpts from IRA's *Reading in Action*; and Council Notes.

Canada

The *Reading Council of Greater Winnipeg* presented at its first meeting IRA's President-elect, Dr. A. Sterl Artley; Dr. Dorothy Lampard, IRA Executive Board member, spoke on Canadian councils. At the second meeting a panel discussion was presented that featured related disci-

plines. The rest of the meetings were planned around the interests of the members as determined by questionnaires.

California

Los Angeles Area Reading Association is the new name of the council formerly known as the California Association for Remedial Reading. A feature meeting at Los Angeles State College had as its theme "Vision in Reading."

New York

At one of its professional meetings the *Queensborough Council* presented Dr. A. J. Harris, IRA Past President, who spoke on "New Developments in the Field of Reading."

The first program of the *Schenectady County Reading Association* consisted of a series of demonstrations with children of the teaching of reading at the primary, intermediate, and junior-senior high school levels. The second program was shared with the *Albany City Area Reading Council*. For the third meeting a panel of experts in the field of reading attempted to answer all questions submitted by the public throughout the year.

New England

A highlight of the year for the *Northern New England Council* was the workshop centering on "Successful Classroom Practices in Reading." Study sections ranged from the elementary through the college level. Miss Katherine Torrant, President, spoke following the dinner.

The Massachusetts meeting of the *Southern New England Council* featured "Reading as a Tool in the Curricular Areas," with Dr. Olive Niles, President of the New England Reading Association, as keynote speaker. Demonstrations were given at the third, the sixth, and the junior high levels. Discussion groups met with each of the demonstrators.

Ohio

The theme of the year for the *Hamilton Council*, "Reading for Effective Living," was presented in a most attractive and informative program booklet. Topics for the meet-

ings were "Functional Vision and Reading Difficulties," A Book Review — "Making Better Readers," "Orienting Parents to the Reading Program," and "Effective Skills in Reading," a workshop with demonstrations.

West Virginia

Dr. Madeline Feil, Psychology Consultant, spoke on "The Teacher and Reading Problems" at the fall meeting of the *Cabell Council*. The spring conference was conducted by Dr. Ullin W. Leavell, Director of the McGuffey Reading Clinic at the University of Virginia.

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Tuesday: Discovering Specific Reading Needs

Wednesday: Planning for Individual Differences

Thursday: Increasing Word Recognition and Comprehension Abilities

Friday: Cultivating Interests and Tastes in Reading

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PRESIDENT'S REPORT

BY

GEORGE D. SPACHE

President, International Reading Association

AT THIS TIME, the only message I feel I have is that I hope I never have to assume the responsibility for planning the Annual Conference again. But perhaps I shouldn't feel that way. The program is virtually complete at this moment in mid-January. As I look over the list of speakers, I really feel very pleased with the entire plan.

There will be several innovations in the Fourth Annual Conference in Toronto, on April 30 to May 2, 1959. In response to many requests we have provided an entire day for school and clinic visits before the actual conference begins. Mr. Murdock MacDonald, Assistant Superintendent of Schools, Board of Education, 155 College Street, Toronto 2B, Ontario, Canada, will be happy to help you plan these visits or a visit to the magnificent collection of children's books at the Toronto Public Library.

On Friday morning and again that evening, there will be twelve sectional meetings for special interest groups of all types. Among the speakers and discussants are most of the recognized leaders in reading in the States and Canada. On Friday afternoon are scheduled the general session of the conference and the reception. The Varsity Arena in Toronto will be the site of the gen-

eral session in order to accommodate the number that will wish to hear Dr. Edmund Carpenter, of the Department of Anthropology, University of Toronto, speak on "Effects of New Media on Current English Speech." Saturday morning will offer eleven more sectional meetings, for which outstanding speakers are scheduled. The luncheon at noon Saturday will feature Roderick Haig-Brown, author of outdoor books for adults and children, and Natalie Savage Carlson, noted writer of children's books on French Canada. Following the luncheon the annual Assembly of Delegates will be held.

Advance registration blanks were provided in the February issue of *THE READING TEACHER* and in the flyer announcing the Conference which was mailed to all IRA members last month. May I personally urge you to pre-register for the conference before April 15? If members register early with the Chicago office, the unpleasantness of handling large numbers of registrations at the Conference, and the inevitable delays can thus be avoided. The financial loss to IRA inherent in the exchange of American for Canadian dollars at the convention can be avoided by early registration. Reservations should be made directly with the hotel of your preference, as soon as possible.

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(THIRD GRADE LEVEL)



THE READING TEACHER

A Note to Council Officers

Dr. LaVerne Strong, Organization Chairman, has asked me to make an urgent appeal to local and intermediate councils to arrange their fiscal years to coincide with that of IRA: from July 1 to June 30. This implies that all national dues should be paid by June 30 *at the latest*. Many local councils do not collect dues until after their first fall meeting. These dues are forwarded to Chicago too late to include the names of members in the mailing list for the October issue of *THE READING TEACHER*, since this list must be in the hands of the printer by September 15. As a result, hundreds of members do not receive the October or December issues on time, and are consequently inconvenienced. They are quite unaware that dues paid after June 30 are technically in arrears, according to the national by-laws.

Therefore, will all local and intermediate councils make every effort to collect national dues at their May or June meetings and forward these to the Central Office immediately? I realize, of course, that many new members will join during the fall meetings and that their dues cannot be remitted until that time. However, it is a relatively simple matter numerically to handle this situation, as compared to the bookkeeping involved in the thousands of late payments.

Remember, collect all national dues and send them to Chicago before the end of June.

I hope to see you-all in Toronto.



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| John Edouard McHugh: BRONZE BILLY | Grade 4 |
| John Law: ANIMALS WISE AND OTHERWISE | Grade 4 |
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|-----------------|------------------------|--------------------------|
| Thursday | 9:00 A.M. - 3:00 P.M. | School and Clinic Visits |
| April 30 | 7:00 P.M. - 9:00 P.M. | Registration |
| Friday | 8:00 A.M. - 8:30 P.M. | Registration |
| May 1 | 9:30 A.M. - 12:00 M. | Section Meetings |
| | 1:30 P.M. - 3:30 P.M. | Opening General Session |
| | 4:15 P.M. - 5:15 P.M. | Reception |
| | 8:00 P.M. - 10:00 P.M. | Section Meetings |
| Saturday | 8:00 A.M. - 10:00 A.M. | Registration |
| May 2 | 9:30 A.M. - 11:30 A.M. | Section Meetings |
| | 12:00 M. - 2:00 P.M. | Luncheon |
| | 2:30 P.M. - 4:30 P.M. | General Assembly |

Friday, May 1, 9:30 A.M.

IMPLICATIONS OF A CHANGING SOCIETY FOR PRESENT PRACTICES IN READING INSTRUCTION

In the Primary Grades. Chairman: Nila Banton Smith, New York University

In Methods and Materials — Mildred A. Dawson, Sacramento State College

In Evaluation and Teacher Training — Mary C. Austin, Harvard University

Discussants: Kathleen B. Hester, Eastern Michigan College, Ypsilanti; R. Aileen Belfry, Toronto Teachers' College

In Grades 4-6. Chairman: Russell G. Stauffer, University of Delaware

In Methods and Materials — Lilian Moore, Editor, Arrow Book Club, New York

In Evaluation and Teacher Training — Miriam Norton, Manitoba Teachers College

Discussants: Josephine Piekarz, New York University; Hazel Horn Carroll, Southern Methodist University

In Junior High School. Chairman: Linda C. Smith, Columbia, So. Carolina

In Methods and Materials — Mildred C. Letton, University of Chicago

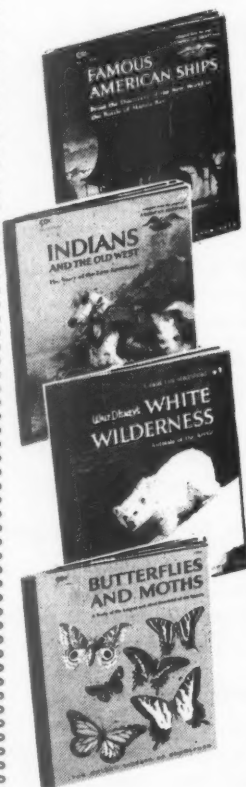
In Evaluation and Teacher Training — H. M. Covell, University of British Columbia

Discussants: Katherine Tarrant, Newton, Massachusetts, Public Schools; Roderick Ironside, Oradell, New Jersey, Public Schools

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In Methods and Materials — Muriel Potter Langman, Hawthorn Center, Northville, Michigan

In Evaluation and Teacher Training — Dean B. C. Diltz, University of Toronto

Discussants: H. Alan Robinson, Hofstra College; Arthur E. Traxler, Educational Records Bureau, New York

In College. Chairman: George D. Spache, University of Florida

In Methods and Materials — Bruce W. Brigham, Temple University

In Evaluation and Teacher Training — Stanley E. Davis, University of Houston

Discussants: Ernest A. Jones, Central State College, Oklahoma; Marian D. Jenkinson, University of Alberta

In Adult Programs. Chairman: Dorothy Lampard, University of Alberta

In Methods and Materials — Roberta Fullagar, University of Rochester

In Evaluation and Teacher Training — Stephen Davidovich, Community Programmes, Department of Education, Toronto

Discussants: Paul D. Leedy, New York University; Esther McConihe, Western Reserve University

For Administrators and Supervisors. Chairman: LaVerne Strong, Connecticut State Department of Education

In Methods and Materials — Marjorie S. Johnson, Temple University

In Evaluation and Teacher Training — Adam Robertson, Principal, Creston, British Columbia

Discussants: Josephine B. Wolfe, Elementary Supervisor, Gary, Indiana; Fred J. Gathercole, Superintendent, Saskatoon

In Remedial Teaching. Chairman: Albert J. Harris, Queens College

In Methods and Materials — Will J. Massey, Betts Reading Clinic, Haverford, Pennsylvania

In Evaluation and Teacher Training — Grace McClellan, Child Guidance Clinic of Greater Winnipeg

Discussants: Ruth H. Solomon, New York State College for Teachers, Albany; Roy A. Kress, Syracuse University

For Reading Supervisors. Chairman: Dorothy K. Bracken, Southern Methodist University

In Methods and Materials — Lucille Mozzi, Public Schools, Elmhurst, Illinois

In Evaluation and Teacher Training — Margaret G. Gerrard, Reading Consultant, East York, Toronto

Discussants: Constance McCullough, San Francisco State College; Walter F. Koerber, Inspector Special Classes, Scarborough, Ontario

RESEARCH SECTION

Chairman: Theodore Clymer, University of Minnesota

The Development of a Visual Discrimination Test — Frances O. Triggs, Committee on Diagnostic Reading Tests, New York

Longitudinal Studies of Certain Visual Characteristics, Readiness and Success in Reading — Lillian R. Hinds, Central High School, Phoenix, Arizona

Discussants: Walter B. Hill, Oklahoma State University; William D. Sheldon, Syracuse University

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T.V. SECTION

Chairman: Arthur S. McDonald, Marquette University

Comparative Effectiveness of T.V. and Classroom Presentation of Principles of Intensive Reading—N. Dale Bryant, University of Houston

Teaching Children to Read by Television: A Survey of the Extent and Effectiveness of Its Use—Lyman C. Hunt, The Pennsylvania State University

Discussants: Nina Flierl, Public Schools, Delmar, New York; Nancy Larrick, New York City

DEMONSTRATION

Group Participation and Planning. *Chairman:* Murdoch K. MacDonald, Assistant Superintendent, Toronto

Presentation—Donald Urquhart, Norway School, Toronto

Group—8th grade students

Discussants: A. Sterl Artley, University of Missouri; Ralph C. Staiger, Mississippi Southern College

Friday, May 1, 1:30 P.M.

Opening General Session. *Chairman:* George D. Spache, University of Florida, President of the International Reading Association

Invocation: The Right Reverend F. H. Wilkinson, Bishop of Toronto

Welcome: Z. S. Phimister, Director of Education, Toronto

Effects of New Media on Current English Speech—Edmund Carpenter, Department of Anthropology, University of Toronto

Reading in Tomorrow's Schools—Edgar Dale, Ohio State University

Friday, May 1, 4:15 P.M. RECEPTION

Friday, May 1, 8:00 P.M.

IMPLICATIONS OF A CHANGING SOCIETY FOR FUTURE PRACTICES IN READING INSTRUCTION

In the Primary Grades. *Chairman:* A. Sterl Artley, University of Missouri

In Methods and Materials—Naomi C. Chase, University of Minnesota

In Evaluation and Teacher Training—Gladys E. Neale, Macmillan Company of Canada, Toronto, and *Chairman*, Canadian Educational Book Publishers Institute

Discussants: Mrs. Edna Miller, Menger School, Corpus Christi, Texas
Gertrude Bergey, London (Ontario) Teachers College

In Grades 4-6. *Chairman:* Linda C. Smith, Columbia, South Carolina

In Methods and Materials—M. Agnella Gunn, Boston: University

In Evaluation and Teacher Training—C. Wayne Hall, McGill University

Discussants: Gertrude Whipple, Supervisor Language Arts, Detroit, Michigan; Kate P. Miano, Bureau Curriculum Research, Brooklyn, New York

In Junior High School. *Chairman:* William D. Sheldon, Syracuse University

In Methods and Materials—Margaret J. Early, Syracuse University

In Evaluation and Teacher Training—John E. A. Jones, Forest Hill Junior High School, Toronto

Discussants: Martha Gesling Weber, Bowling Green State University; John A. Gummow, Assistant Superintendent, North York, Ontario

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In Methods and Materials — Charles H. Brown, University Southern California

In Evaluation and Teacher Training — Edith H. Grotberg, Northern Illinois University

Discussants: Albert J. Mazurkiewicz, Lehigh University; J. Allen Figurel, University of Pittsburgh

In College. Chairman: Phillip Shaw, Brooklyn College

In Methods and Materials — George S. Speer, Illinois Institute of Technology

In Evaluation and Teacher Training — Ralph C. Staiger, Mississippi Southern College

Discussants: Donald E. P. Smith, University of Michigan; Albert J. Harris, Queens College

In Adult Programs. Chairman: H. Alan Robinson, Hofstra College

In Methods and Materials — Emery P. Bliesmer, University of Virginia

In Evaluation and Teacher Training — Donald L. Cleland, University of Pittsburgh

Discussants: Florence Nelson, University of South Carolina; Marion Kingsbury, Remedial Education Center, Washington, D. C.

For Administrators and Supervisors. Chairman: Emmett A. Betts, Betts Reading Clinic, Haverford, Pennsylvania

In Methods and Materials — Carrie B. Dawson, Daniel Hale Williams Elementary School, Gary, Indiana

In Evaluation and Teacher Training — William S. Gray, University of Chicago

Discussants: Muriel Crosby, Wilmington, Delaware, Public Schools; Lessie L. Murray, University of Florida

In Remedial Teaching. Chairman: Helen M. Robinson, University of Chicago

In Methods and Materials — Anne S. McKillop, Teachers College, Columbia University

In Evaluation and Teacher Training — Marian K. Harvie, Former Reading Consultant, Toronto Public Schools

Discussants: Sister M. Julitta, O.S.F., Cardinal Stritch College; Willard Brehaut, University of Toronto

For Reading Supervisors. Chairman: LaVerne Strong, Connecticut State Department of Education

In Methods and Materials — Clare B. Routley, Assistant Superintendent, Toronto

In Evaluation and Teacher Training — Marion Frances, Special Education, Public Schools, Windsor, Ontario

Discussants: Ruth Strang, Teachers College, Columbia University; Helen K. Smith, University of Chicago

For Parents. Chairman: Roy C. Sharp, Chairman, Board of Education of Toronto

How to Interest Parents in the Reading Program — Nancy Larrick, Author and Teacher

The Role of Phonics in a Language Arts Program — Alvina T. Burrows, Professor of Education, New York University

What Parents Should Know About Phonics — Russell G. Stauffer, The Reading-Study Center, University of Delaware

Discussants: Mrs. Kent Barker, Trustee, Board of Education, Toronto; Mrs. G. C. V. Hewson, Vice-President, Canadian Home and School Association and Parent-Teacher Federation

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Changes in Pupils' Reading Interests through Televised Instruction — Nina Flierl, Teacher, Producer of *Read to Find Out*, Bethlehem Central School District, Delmar, New York

Discussants: Paul A. Witty, Northwestern University; Harvey Alpert, Hofstra College

SECTION COSPONSORED BY NATIONAL COUNCIL OF TEACHERS OF ENGLISH

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The Supervisor's Role in Implementing an Effective Reading Program — Joseph Mersand, Jamaica High School, New York

We Teach As We Are Taught — Helen K. Mackintosh, Office of Education, Washington, D. C.

Reading in the Language Arts Program: Looking Toward the Future — Ruth Strickland, Professor of Education, Indiana University

Discussants: Donald D. Durrell, Professor of Education, Boston University; Nila Banton Smith, Director, The Reading Institute, New York University

Saturday, May 2, 9:00 A.M.

EXPERIMENTAL PROCEDURES SIGNIFICANT FOR FUTURE TRENDS IN READING INSTRUCTION

In the Primary Grades. *Chairman:* Nila Banton Smith, New York University

In Methods and Materials — Yvonne M. Lofthouse, Mercy College

In Evaluation and Teacher Training — Geraldine Birkett, University of British Columbia

Discussants: Margaret A. Robinson, Pauline Avenue School, Toronto; Muriel Caldwell, University of Alberta

In Grades 4-6. *Chairman:* Mildred A. Dawson, Sacramento State College

In Methods and Materials — Dorothy J. McGinnis, Western Michigan University

In Evaluation and Teacher Training — Marion Allen, West Preparatory School, Toronto

Discussants: Elizabeth A. MacNaughton, University of Houston; Russell G. Davis, Boston College

In Junior High School. *Chairman:* Linda C. Smith, Columbia, So. Carolina

In Methods and Materials — Robert Karlin, New York University

In Evaluation and Teacher Training — Earl Anthony, Ledbury Park Junior High School, Toronto

Discussants: Alice Scofield, San Jose State College; Harvey Alpert, Hofstra College

In Senior High School. *Chairman:* Ralph C. Staiger, Mississippi Southern College

In Methods and Materials — Miriam S. Aronow, Bureau of Educational Research, New York City Board of Education

In Evaluation and Teacher Training — Phillip Shaw, Brooklyn College

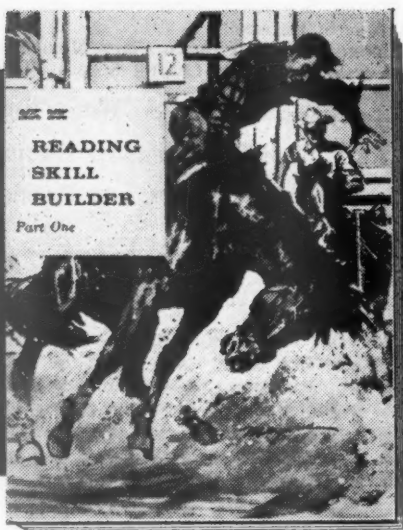
Discussants: J. Roy Newton, New York State College for Teachers, Albany; Charles T. Letson, Public Schools, Montclair, New Jersey

In College. *Chairman:* James M. McCallister, Executive Secretary-Treasurer, International Reading Association

In Methods and Materials — William Eller, State University of Iowa

In Evaluation and Teacher Training — A. F. Deverell, University of Saskatchewan

Discussants: Zella Huse, George Washington University; Marvin D. Glock, Cornell University



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In Evaluation and Teacher Training — H. O. Patterson, General Motors Institute, Flint, Michigan

Discussants: Samuel Weingarten, Department of English, Wright Junior College, Chicago; George B. Schick, Department of English, Purdue University

For Administrators and Supervisors. Chairman: Clare B. Routley, Assistant Superintendent, Toronto

In Methods and Materials — Warren G. Cutts, Kent State University

In Evaluation and Teacher Training — George A. Noble, Public Schools, North York

Discussants: Helen M. Robinson, University of Chicago; T. W. Martin, Superintendent, Toronto

In Remedial Teaching. Chairman: Donald D. Durrell, Boston University

In Methods and Materials — Albert J. Harris, Queens College

In Evaluation and Teacher Training — Earl F. Rankin, Jr., University of Kansas City

Discussants: Bruce Balow, University of Minnesota; H. M. Fowler, University of Toronto

For Reading Supervisors. Chairman: William S. Gray, University of Chicago

In Methods and Materials — Dorothy M. Dietrich, Uniondale Public Schools, New York

In Evaluation and Teacher Training — Dorothy E. Cooke, State Department of Education, New York

Discussants: Jeanne S. Chall, The City College, New York City; Olive S. Niles, Public Schools, Springfield, Massachusetts

RESEARCH SECTION

Chairman: A. Sterl Artley, University of Missouri

A Report on Two Studies on the Validity of Eye-movement Photography — Stanford E. Taylor, Educational Developmental Laboratories, Huntington, New York

A Study of the Sampling Reliability of the Spache Readability Formula — Theodore Clymer, University of Minnesota

Canadian Dictionaries for Canadian Readers — Matthew H. Scargill, Professor of English, University of Alberta

Discussants: LaVerne Strong, Connecticut State Department of Education; Russell G. Stauffer, University of Delaware

GUIDING THE READING OF THE GIFTED PUPIL IN A CHANGING SOCIETY

Chairman: Paul A. Witty, Northwestern University

Enriching the Reading Experience of the Gifted — Ruth Strang, Teachers College, Columbia University

The Nature and Needs of the Gifted — Paul A. Witty, Northwestern University

Discussants: Josephine B. Wolfe, Elementary Supervisor, Gary, Indiana; Lucille Grogan, Chicago Public Schools; Nancy Larrick, New York City

Saturday, May 2, 12:00 M. LUNCHEON

Luncheon Chairman: George D. Spache, University of Florida, President of the International Reading Association

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Roderick Haig-Brown, Author of books about the Canadian Northwest

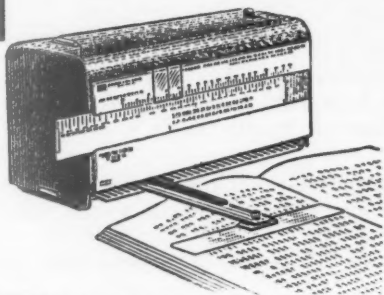
Natalie Savage Carlson, Author of books about French Canada

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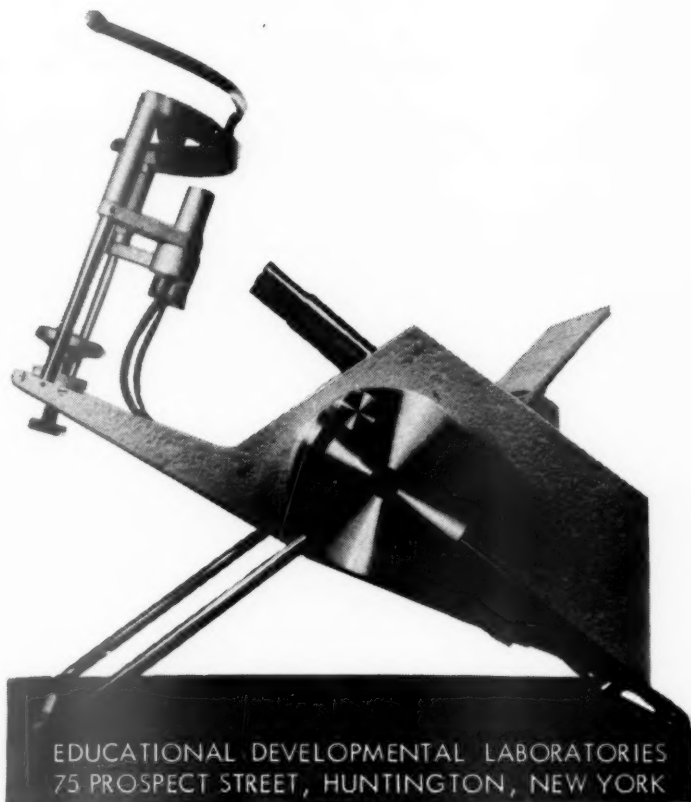
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